



ACADEMIC GUIDE

ARMY MANAGEMENT STAFF COLLEGE

NONRESIDENT PROGRAM IN
SUSTAINING BASE LEADERSHIP AND MANAGEMENT

July 2004

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STATEMENT OF STUDENT RESPONSIBILITY

You and we are a learning team and thus share responsibility for your education. We are committed to providing you the program, curriculum, and assistance that you need to succeed while you are a student of the Army Management Staff College (AMSC). You are responsible not only for preparing for class and online sessions, studying, writing papers, preparing for briefings, taking exams, and completing assignments on time but also for knowing AMSC regulations and program requirements for the Sustaining Base Leadership and Management (SBLM) Program. Please read the *Academic Guide*, and be prepared by knowing the regulations and requirements outlined in this book.

We are also committed to creating and sustaining a learning community that facilitates not only academic development but also the personal development of its members. Fundamental to this commitment is the expectation that the individual members of this community will:

- be honest;
- demonstrate respect for self;
- demonstrate respect for others;
- demonstrate respect for the principles stated as Army Values, FM 22-100;
- demonstrate respect for the law; and
- demonstrate respect for Army and AMSC policies and understand the administration and processes for changing them.

We want to guarantee each student's right to learn while protecting the fundamental rights of all. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. It is the responsibility of all students to know and abide by the regulations and policies that govern the Army Management Staff College and the SBLM Program.

Information for Students with Disabilities

A central selection board makes selection decisions to the SBLM Program without regard to disabilities. If you have a disability, we will make every effort to accommodate your needs by using the services available through Fort Belvoir, the Army, and the Department of Defense. But, we must know you have a need for accommodations.

Eligibility: Any student who presents documentation that indicates he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment is eligible for service.

Documentation Required: Students with disabilities interested in receiving accommodations should present supporting documentation of their disability to the AMSC Registrar. Accommodations are made on an individual basis and are based on documented need.

Students with physical, medical, or psychological disabilities may be required to present documentation from physicians, psychiatrists, or other persons and agencies qualified to make a diagnosis of the disability. The Registrar will work with the SBLM Department Chairs to ensure that the requested accommodation is carried through to the faculty and curriculum delivery team.

Accommodations

Wide ranges of accommodations are available to students based on their request. We work closely with Fort Belvoir and the Army to provide the accommodation on a case-by-case basis.

As a student with a disability, you have certain rights by law as summarized below:

- Appropriate accommodations according to your documented need.
- Equal access to an education.
- Equal and fair treatment.
- Confidentiality.

In order to receive services from the AMSC, it is your responsibility to:

- Request services in a timely manner. **As soon as you receive notification that you are selected to attend AMSC, please let us know what accommodations you will need from us and the installation when you are here during the resident sessions.** IT IS CRITICAL THAT YOU IDENTIFY **ALL** YOUR ACCOMMODATION NEEDS BEFORE THE PROGRAM BEGINS. At the very latest, we should know your need for accommodation when the Program begins and at least 4 weeks before any resident session.
- Identify your disability status to persons from whom you desire accommodations. You may contact the AMSC Registrar directly by telephone at (703) 805-4756 or DSN 655-4756. You may email the Registrar at Jane.Turner@amsc.belvoir.army.mil
- Provide the Registrar with appropriate documentation for the accommodation requested.
- Maintain an updated address with the Registrar's Office.
- Be your own advocate.

Support Services

AMSC does not offer a structured program for students with specific disabilities; however, a variety of services can be coordinated with Fort Belvoir and the local area. So that we are able to do the appropriate coordination, please notify the AMSC Registrar as soon as possible about your need for accommodation.

Questions

May be addressed to:

Registrar
Ms. Jane Turner
703-805-4756
Jane.Turner@amsc.belvoir.army.mil

GENERAL INFORMATION

Background

The Army Management Staff College's (AMSC) *Sustaining Base Leadership and Management (SBLM) Program* provides graduate-level professional development—executive knowledge, skills, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base.

AMSC defines the sustaining base as that aggregation of people, guidance, systems, money, materiel, and facilities that prepare the soldier for, get the soldier to, sustain the soldier during a particular action, return that soldier home, and take care of the soldier's family throughout. It encompasses Headquarters, Department of the Army through installation, and even unit. It encompasses the environment and context within which the Army must accomplish its mission; functional areas such as resources, personnel, logistics, acquisition, installation management; decision-making tools and practices; and creative, critical, and strategic thinking applied to problem solving. Within its broad educational mission, AMSC's SBLM Program offers students the opportunity to be the literate of the future (Toffler & Toffler, 1994).

The academic program focuses on enduring principles and concepts over transient or procedural activities. The content stresses critical thinking and active learning, practical work among student and faculty-student teams, and ***intensive student self-preparation***.

The Nonresident SBLM Program employs a variety of teaching and learning techniques that include lectures, seminar discussions, research projects, practical exercises, case studies, field trips, and student leadership opportunities. Students will experience this variety during the two resident sessions as well as during the remainder of the year by means of web-based instruction, the Internet, and various synchronous and asynchronous computer conferencing programs.

Through frequent written and oral evaluations of progress, students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, and places) to each other and the larger economic, social, and political environments within which Army leaders must manage and make decisions.

The SBLM Program is a pass/fail program. The American Council on Education, College Credit Recommendation Service last evaluated this program in 2002 and will evaluate it in August, 2004. Currently their recommendation is for 1 lower-level baccalaureate hour, 9 upper-level baccalaureate hours, and 15 graduate hours for this program. For more information read "Credit Equivalencies" at TAB D.

History

In examining civilian school opportunities within the Department of the Army in 1985, the Inspector General noted two key issues. First, there was no management or leadership training for key civilian employees comparable to that provided by military staff and senior service colleges. Second, there was no comprehensive program for military or civilians to train in Army-specific subjects geared to the sustaining base. In response to these weaknesses, the Chief of Staff approved the establishment of a college to educate and prepare selected military and civilian leaders.

Initially, AMSC conducted the program at the Maritime Institute of Technology and Graduate Studies in Linthicum, Maryland. The pilot class of 42 civilian and eight military students represented 17 different commands, 19 civilian career fields, and eight military career branches. From 1990-1992, AMSC delivered the program three times annually at the Radisson Mark Plaza (now the Hilton) Hotel in Alexandria, Virginia.

Fort Belvoir, Virginia, became the permanent home for AMSC as the College moved into its new quarters at Humphreys Hall in January 1993. At that time, the size of each class increased from 100 to 200 students. Soon after the College established itself at Fort Belvoir, Thayer Hall joined the "AMSC Campus." Thayer Hall, which was built as a library, now houses the AMSC library, which specializes in sustaining base topics, as well as the Fitness Center. The students reside at Knadle Hall, directly across from the campus.

To accommodate students who are unable to attend the resident program, the College instituted a Nonresident Pilot Program in September 1993. The first Nonresident Program class began in January 1995. This program provides the same content as the resident program, but is adapted to the distance learner. Since its inception, the program became a cyber-schoolhouse featuring on-line learning resources and virtual seminar discussions. The Nonresident Program also catalyzed the Year 2000 Electronic Campus. This virtual campus eventually will include all AMSC programs. To access the electronic campus, click on <http://amscportal.belvoir.army.mil/> then select "Student Portal."

In 1994, at the request of the Vice Chief of Staff of the Army, pursuant to the intent of the Chief of Staff of the Army, the Assistant Chief of Staff for Installation Management (ACSIM) asked AMSC to prepare Garrison and Area Support Group Commanders to effectively lead and manage diverse garrison functions, organizations, and operations to accomplish the total installation mission. AMSC accomplished this through the Garrison Pre-command Course. In addition, AMSC was asked to prepare Installation Commanders to effectively lead and manage the diverse and inter-linked multiples of existing and emerging sustaining base programs and policies affecting Army installations and their missions through its components of the General Officer Installation Command Course. Garrison Sergeants Major soon discovered the potential value of a course dedicated to their role and linked to the Garrison Command Team concept. In 1997, AMSC piloted the Garrison Sergeants Major Course. With the ACSIM's support AMSC institutionalized the course in 1999.

Among other changes in the personnel community linked to regionalization, the Deputy Assistant Secretary of the Army for Civilian Personnel Policy moved Personnel Management for Executives (PME) from the soon to close Army Center for Civilian Human Resource Management to the Army Management Staff College in October 1997. The personnel community has offered PME since 1954. Offered for many years at numerous regional sites around the country, AMSC now offers PME, which focuses on the people issues of organizations, at Fort Leavenworth in the Kansas City area. This program will be moving to AMSC and the Washington, DC area in October of 2004.

In addition to its programs, faculty consults with organizations on specific issues of interest touching the sustaining base. In part, faculty uses these consultations to gather real-time examples of challenges facing leaders and managers throughout the sustaining base. Faculty then applies these examples as part of the learning experiences of students in AMSC's programs.

In the course of a few short years, AMSC grew from one program to seven programs and added a significant consulting base. These activities exemplify AMSC's two core

competencies, educating sustaining base leaders and serving as a resource to the sustaining base.

Purpose

The AMSC serves three basic purposes. *First*, in support of the Army Civilian Training, Education, and Development System (ACTEDS), it educates Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. *Second*, the College promotes the bonding of civilian and military leaders, thereby enhancing the cohesiveness of the Army. *Third*, the College adds to the body of sustaining base knowledge through research and consulting, thus acting as a resource to the communities it serves.

Customer Requirements

In 1995 AMSC faculty interviewed 169 general officer, Senior Executive Service (SES), and political appointee executives of the Army, DOD, and selected federal institutions. The purpose was to validate requirements which AMSC graduates should fulfill as a critical pool of future Army leaders, managers, and executives. The findings from that validation are listed in the next section. These requirements heavily influence the selection of the AMSC resident SBLM Program curriculum design, organization, and content, as well as the selection of learning and teaching methods. The SBLM Program orients delivery on adult learning strategies, many opportunities to practice, and real-time, non-standard problem solving. AMSC faculty provide students the **opportunity** to learn. Students must take the opportunity and apply themselves to that learning.

AMSC Customers Demand...

Leaders Who Can:

- Lead people.
- Make decisions and solve problems—and take action on the decisions.
- Write clearly and concisely for internal and external audiences.
- Orally communicate with internal and external audiences.

Leaders Who Have:

- Vision (“see” connections; understand where the Army is going.)
- Flexibility (mental agility and ability to lead in ambiguous situations.)
- “Can do” attitude.
- Selflessness (organizationally focused.)

Leaders Who Know:

- Mission, roles, functions, organization of the Army.
- MACOM, major subordinate command mission, goals, and objectives.
- Relationships among Army systems (money, people, things, & places.)
- Command vision of next higher level.
- How their organizations fit into the Army context.

Diagnostic Instruments

The SBLM Program uses selected diagnostic instruments to help students better understand themselves in their roles as leaders and managers. These instruments typically assess such areas as reading and writing skills, management and leadership, individual personality type, and learning styles. Included are pure self-assessments and assessments that measure the perceptions of supervisors, peers, and subordinates, also called 360-degree assessments.

These instruments, coupled with ongoing feedback in these areas from the faculty advisor, will assist students in recognizing their strengths and weaknesses

Faculty Advisors

You will have a faculty advisor. There will also be a backup advisor to contact during times that your advisor is TDY or on leave. Your faculty advisor is also known as the Seminar Leader and will be your primary point of contact for all academic and administrative issues. Your needs or problems should first be discussed with your assigned Seminar Leader, or in the Seminar Leader's absence, the backup seminar faculty member or the program director. You may be referred to other staff members for administrative assistance as needed.

The Nonresident Program website will contain primary points of contact (POCs) for various academic and administrative needs.

Classroom "Rules of the Road"

For the two resident sessions, we assign students a permanent seat for presentations in the Thurman Lecture Hall. Students may not change seat assignments without permission from seminar faculty or program director. Students with medical conditions that require a seat change should immediately bring it to the attention of their seminar faculty. Faculty, in coordination with the Registrar's staff, may change seat assignments for accommodation purposes. Seating in seminar rooms is the responsibility of seminar faculty. Attendance will be monitored during all sessions presented in lecture or seminar.

The doors that are located adjacent to the stage in the lecture hall are for emergencies only. Please enter and exit the lecture hall using the foyer doors.

Students share responsibility for the general cleanliness of the lecture hall and seminar rooms. ***We do not permit eating and drinking in the Thurman Lecture Hall or in the foyer leading to the lecture hall except for bottled water.*** Seminar rooms are the student's home base. Remove trash from the desk areas daily. Books, notes, and personal study materials may be left in assigned seminar rooms during the class day. However, students remain responsible for the books, materials, or equipment they have been issued or have signed out. Students must not rearrange or remove classroom furniture without prior seminar faculty approval.

Humphreys Hall, the location of AMSC, is a ***NO SMOKING*** facility. Smoking areas have been designated at the east side building parking lot. Smoking policy will be discussed in seminar. Please do not smoke in other than designated smoking areas.

Security and Safety

You also share responsibility for the security of seminar rooms, lecture hall, computer center, library, and fitness center— indeed, all AMSC buildings and facilities. We open buildings at 0630 and lock them at 1700. Students have access to the buildings at other hours but should ensure that doors **lock** behind them. Some doors may need an extra tug or push to close properly.

The normal rules for secure and safe environments apply. Do not leave valuables unattended. Know the location of and route to meeting points in case of fire/emergency drills. Report problems or other safety/security observations immediately to the seminar faculty or building manager.

Class Schedule

We will provide a tentative schedule in advance of your resident sessions both on the web and in your welcome packet you receive when you check in at billeting. This draft schedule identifies class times, locations, guest speaker presentations, and special events. This schedule is only a guide. It is subject to changes. If there are any changes to the final schedule, you will be notified by your Seminar.

Identification Badges

Your faculty and staff will issue identification badges for your use during the resident sessions. Please wear them during all scheduled events and at all official AMSC functions. The size and number of the class, administrative staff, and faculty makes it difficult to get to know everyone. Wearing identification badges facilitates communication with staff, faculty, other students, and guests of AMSC. Guest speakers especially appreciate the gesture of wearing identification badges where they can be easily read. Students must wear their identification badges in order to receive lunch on regularly scheduled class days.

Survey Instruments

We administer survey instruments to all students throughout the program. These surveys cover a broad range of areas including academic, administrative, and quality of life issues. We use the feedback received to improve the program. We expect all students to participate in the survey process. We hold surveys in the strictest confidence and report data only in aggregate form.

Accountable and Non-Accountable Items

You will be issued a number of books and learning materials during the year. Some of the items are accountable and some you will keep. You will be charged for accountable items not returned or returned in unusable, marked up (so as to be unusable), or other defaced condition. [AMSC will not issue diplomas to students with outstanding obligations to the College.](#)

Use of Photocopy Equipment, Fax, Computers...

AMSC makes government photocopy equipment, fax machines, computers and other office equipment available for student use contingent upon the following:

- Use only equipment in seminar, Student Services, or otherwise indicated for student use.
- Use equipment only in discharging responsibilities associated with the curriculum, class leadership, or sanctioned College activities.
- Treat equipment with care and respect. Do not use it for purposes it was not intended to fulfill.

Misuse, misapplication, or willful damage and disregard of the above may result in involuntary administrative attrition from the SBLM Program.

Use Electronic Media

Much of the substance of your communications will take place over electronic means. What is appropriate to send over electronic means is subject to debate and discussion across all

professional communities. AMSC students are expected to use language, tone, and quality of communication over e-mail or other electronic means which indicate they are of high professional character and possess the self-control and discipline which may be expected of executives.

Misuse of Internet, e-mail, or other electronic communication to include hacker or hacker-like activities, accessing or sending pornographic materials, and using libelous language may result in administrative attrition (dismissal) from the College.

You will need access to the World Wide Web and AMSC homepage from your office, home, and while on TDY. To that end, AMSC will either provide licensed software for your use or reimburse you for your Internet service provider. ***Students encountering organization resistance to loading the software on their work computers should contact AMSC IT personnel immediately at (703) 805-3132 or notify your seminar faculty advisor.***

EDUCATIONAL PHILOSOPHY

Approach

The Nonresident SBLM Program like its resident counterpart, approaches education through broad-based leadership, management, decision making, and integrative knowledge of the Army, especially its existence in a dynamic world environment. The program emphasizes education over training.

The SBLM Program's educational philosophy is learner and peer-focused. It is practice oriented. The program features multiple opportunities for life related, problem-centered, consequential, critical thinking. The emphasis is on how to think, not what to think.

Seminar discourse and group work for individual learning (either face-to-face or in a virtual environment) reinforces the focus on peers. In small groups, students relate program material to their prior experience and learning as well as benefit from others' experience. The groups serve to facilitate personal development as group members learn about their own skills of leadership, teamwork, and personal influence.

We employ a variety of teaching and learning techniques at AMSC. These include guest speakers, case studies, practical exercises, lectures, field trips, reading and writing, and research. While most of these occur in your resident sessions, we utilize synchronous and asynchronous computer mediated conferencing software systems to replicate the face-to-face environment in a virtual environment. Salient to all these techniques, however, is the SBLM Program's approach to critical thinking.

Critical Thinking

Critical thinking is integral to SBLM Program teaching and learning methods. It is defined as disciplined, self-directed thinking displaying a mastery of intellectual skills and abilities—thinking about your thinking while you're thinking to make your thinking better.

Parts of Critical Thinking. The parts of Critical Thinking according to Richard Paul (1996) are:

1. All reasoning has a *PURPOSE*.
 - a. Take time to state your purpose clearly.
 - b. Distinguish your purpose from related purposes.
 - c. Check periodically to be sure you are still on target.
 - d. Choose significant and realistic purposes.
2. All reasoning is an attempt to *FIGURE SOMETHING OUT, TO SETTLE SOME QUESTION, TO SOLVE SOME PROBLEM*.
 - a. Take sufficient time to clearly and precisely state the question at issue.
 - b. Express the question in several ways to clarify its meaning and scope.
 - c. Break the question into sub questions.
 - d. Identify if the question has one right answer, is a matter of opinion, or requires reasoning from more than one point of view.
3. All reasoning is based on *ASSUMPTIONS*.
 - a. Clearly identify your assumptions and determine whether they are justifiable.
 - b. Consider how your assumptions shape your point of view.

4. All reasoning is done from some *POINT OF VIEW*.
 - a. Identify your point of view.
 - b. Seek other points of view and identify their strengths as well as weaknesses.
 - c. Strive to be fair-minded in evaluating all points of view.
5. All reasoning is based on *DATA, INFORMATION, and EVIDENCE*.
 - a. Restrict your claims to those supported by the data that you have.
 - b. Search for information that opposes your position as well as information that supports it.
 - c. Make sure that all information used is clear, accurate, and relevant to the question at issue.
 - d. Make sure you have gathered sufficient information.
6. All reasoning is expressed through, and shaped by, *CONCEPTS* and *IDEAS*.
 - a. Identify key concepts and explain them clearly.
 - b. Consider alternative concepts or alternative definitions to concepts.
 - c. Make sure you are using concepts with care and precision.
7. All reasoning contains *INFERENCES OR INTERPRETATIONS* by which we draw *CONCLUSIONS* and give meaning to data.
 - a. Infer only what the evidence implies.
 - b. Check inferences for their consistency with each other.
 - c. Identify assumptions that lead you to your inferences.
8. All reasoning leads somewhere or has *IMPLICATIONS* and *CONSEQUENCES*.
 - a. Trace the implications and consequences that follow from your reasoning.
 - b. Search for negative as well as positive implications.
 - c. Consider all possible consequences.

Intellectual Standards. These eight parts then must be merged with the [intellectual standards](#) that characterize the quality of reasoning about a problem, issue, or situation. You will be expected to infuse these into your thinking. The most significant of these are:

CLARITY: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we do not yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

ACCURACY: Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

PRECISION: Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

RELEVANCE: How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning, and *when this is so*, effort is irrelevant to their appropriate grade.

DEPTH: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lacks depth). For example, the statement "Just say No" often used to discourage children and teens from drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

BREADTH: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

LOGIC: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combinations of thoughts are mutually supportive and make sense in combination, the thinking is "logical." When the combination is not mutually supportive, is contradictory in some sense, or does not "make sense," the combination is not logical.

Executive Core Qualifications of the Senior Executive Service (SES)

The Army Management Staff College prepares selected Army Civilian and Military leaders to assume leadership and management responsibilities throughout the sustaining base. Graduates of the SBLM Program may one day be the Senior Executive leading the organization. Several SBLM Program graduates are already in the SES. To enter the SES, that graduate must have first met the qualifications of the SES. The Office of Personnel Management (OPM) defines certain core qualifications needed by senior executives. For more information about the Executive Core Qualifications, view this Internet site: <http://www.opm.gov/ses/ecq.html>.

Guest Speaker Guidelines

AMSC invites various distinguished key leaders and managers for the Army to speak to the class, faculty, graduates, and guests of AMSC to enhance the program. While the occasions for guest speakers will be few during your two resident sessions. However, if you are located in the Washington, DC area or visiting, you are welcome to attend the regularly scheduled speakers during the three Resident Program classes. Please wear your AMSC identification badge or notify your faculty advisor in advance to ensure you can be seated without difficulty. A draft schedule of the guest speakers for each Resident Program class will be published on the Nonresident Program website.

Most speakers represent a specific link to the SBLM Program curriculum. As the titular leader of their organization, they represent the official position or policy of the Army. We make every effort to present a diversity of speakers. Depending on external conditions, selected speakers may cancel. Guest speakers rank among the top reasons the weekly-published schedule changes.

Every effort is made to ensure ample opportunity for speakers to answer student questions. Students have a variety of responsibilities during guest speaker sessions. Students must be prepared to ask questions. Using the rules of critical thinking, they should challenge the guest speaker with questions of interest to the program of study and other students. They should welcome, as a means to enhance their own learning, opposing perspectives presented by the speaker. They should make the speaker feel welcome and present at all times the image of the consummate professional in dress and in behavior.

General Policy

In order to afford the courtesies befitting the rank and stature of AMSC guest speakers please observe the following procedures.

- Turn off all watch alarms, beepers, cellular telephones and similar instruments calling for your attention.
- Wear appropriate attire: For General Officers of four-star rank or equivalent SES you must wear a Class A uniform for military students and a coat and tie or appropriate equivalent dress for civilian students. (Do not remove your jacket unless invited to do so by the Guest Speaker.) The normal business casual attire is appropriate for all other guest speakers.
- Be seated at least 5 minutes before the scheduled time, and do not leave your assigned seat until properly excused. Students with special problems who must leave the lecture hall out of cycle should work with their faculty on alternate seating.
- Rise when the speaker is announced, and be seated as directed.
- Applaud when the guest speaker is introduced.
- When asking questions, **stand, identify yourself, your organization, and its location**—not your seminar; ask your question and be seated. Ask one question at a time. You will be handed a microphone to ask your question so that everyone may hear the question as well as the answer. Please keep your question short and focused. If you must ask a follow-up question, please request the microphone again by raising your hand.
- Speak loudly and clearly so everyone can hear you.
- Avoid asking multiple part questions.
- Remember the Nonattribution Policy (see below)!
- Applaud when the guest speaker finishes, but retain your seat until the student representative expresses the "thank-you" for your class.

- Rise and applaud when the representative finishes.
- Remain standing behind your assigned seat until we have escorted the Guest Speaker from the lecture hall.

Please volunteer to introduce guest speakers. If we cannot find a volunteer, we will assign an introducer. We will provide seminars with the names of guest speakers for this purpose. Each seminar may select its own volunteers. Protocol will provide background information on the speaker to help the student prepare the introduction. Keep introductions short and pithy, relating the speaker's expertise to the topic or area under discussion. It is inappropriate to simply read the Protocol-provided biographical information. Students must practice the introduction with a seminar faculty member. The student will have an opportunity to meet the speaker a few minutes in the Protocol Office prior to the presentation.

We encourage students to volunteer to thank guest speakers. Such representatives will be selected at the same time as introducers. This is an additional opportunity to meet the speakers for a few minutes prior to the presentation.

Nonattribution Policy

One aspect of learning requires open expression of thoughts and opinions in an atmosphere of academic freedom. To obtain open expression requires trust that those thoughts and opinions will not appear subsequently in other environments where the speaker may encounter consequences if those remarks are attributed to that speaker. The College is responsible for safeguarding this privilege of open, frank discussion—for upholding this covenant of trust. AMSC's policy of nonattribution during guest speaker sessions demonstrates our commitment to fulfilling that trust, and thereby enhances the educational value of our Guest Speaker Program. To facilitate candid expression and learning, the nonattribution policy applies to all AMSC programs and sessions in which persons identified as guest speakers participate.

The nonattribution policy is this:

Any AMSC student, faculty member, or visitor may attribute nothing a guest speaker says during an AMSC presentation to the speaker. No AMSC student, faculty member, staff member, or visitor may discuss specific statements from any lecture or question-and-answer period in any way that would identify by name, rank, position, title, or other characteristics the guest speaker who made those statements.

The name or other identifying features of a previous guest speaker are not to be used when asking questions of or making comments to a later speaker.

Nothing a guest speaker says is to be attributed to the speaker during discussions, writings, or other discourse with any government or private-sector person, forum, publication, medium, or in any other way.

One exception to this policy exists: During scheduled academic events at AMSC when no other persons are present, AMSC faculty members and students may associate remarks with an identified guest speaker when doing so significantly aids learning at that time and place.

Recording Policy

Consistent with nonattribution policy, attendees at AMSC guest speaker presentations will not record them verbatim, by any means, without written permission in advance from the guest speaker. Accordingly, students, faculty members, staff members, and visitors will not bring tape or video recorders into any session. Bringing such equipment without express and advance written permission to record will be viewed as intent to record without permission, which constitutes an honor violation by students and an integrity violation by others.

Occasionally, the Commandant may desire to record or videotape selected guest speakers for use in other College programs or activities. The Commandant will obtain permission for such recording from the guest speaker or his/her trusted agent. Recorders/ operators will be identified in such cases to the guest speaker. No student, faculty member, staff member, or visitor should infer that he/she may also record in such circumstances.

Students, faculty, staff, or visitors who wish to record or video tape any presentation, discussion, counseling, or similar event given by an AMSC faculty member, staff member, fellow student, or visitor must obtain permission in advance from the presenter to do so.

SEMINAR PROCESS

Seminar

A seminar involves a high degree of student participation in a small group setting whether it be in a face-to-face or virtual environment. This format provides an opportunity to emphasize the substance of a lecture and/or assigned readings through analysis, synthesis, or evaluation (Bloom, et al.). Seminar discussions are designed to elicit and exchange substantive information from previous experience and expertise. This dialogue stimulates the development of new solutions to problems as well as the identification of all factors that impact on policy decisions.

The seminar experience also provides the opportunity for individuals to learn about their own skills in leadership, teamwork, and oral presentation by practicing each of these skills in the relatively safe seminar environment.

Phases of Seminar Development

It is important to recognize that the seminar group, like other groups, tends to follow an orderly, sequential process as it develops into an effective and productive unit. There are different theories addressing this; however, most of them have at least some similarities. One theory has labeled these stages as forming, norming and storming, and performing, respectively. An additional step, not part of the developmental process, is the step of Adjourning.

Forming: During this initial phase of group development, members of the group are meeting for the first time, getting acquainted, and clarifying the goals and priorities of the group. A great deal of testing occurs. Individuals test which behaviors are acceptable and which are taboo. Much attention is focused on the group leader as group members search to define their tasks and their boundaries. Individuals are concerned about such issues as:

- Who are the other members in this group?
- What is the purpose of the group?
- How much commitment or investment do I want to make in the group?

Members are often polite, superficial, and uncomfortable. Discussions normally involve safe topics of conversation, war stories, and requests for additional information.

Norming and Storming: Following the Forming stage, the group begins to organize itself. Roles, responsibilities, and task structure are addressed. Issues of power and competition dominate group life, and the mood can be highly emotional and rebellious until these issues are defined. As the definitions become clear, group cohesion evolves with a new atmosphere of cooperation, openness, and positive feedback. Individuals become more confident and comfortable with the group environment. Members address such issues as:

- What role will I play in the group?
- What are the group norms? Do I accept the role and norms?
- How much influence will I allow the group to have over me?

In some groups, power struggles and cliques develop, occasionally resulting in group dissolution.

Performing: If the group evolves beyond the first two phases, it enters into a productive working phase. Roles and norms have been decided, goals accepted, and tasks assigned. The task theme is problem solving. The emphasis now moves to an examination of how the group can work together most efficiently and effectively. Group members begin to work as a single unit resulting in greater productivity. The relationship is one of interdependence. Competition with other groups often occurs. The group exhibits cohesion, sharing of experiences, trust, mutual support, and open discussion when there are differences of opinion. Individuals feel free to disagree with others within the group, to take risks, and to share opinions and emotions of a personal nature.

Adjourning: The final step is Adjourning. This involves reflection on accomplishment and disengagement of relationships. There is time set aside in the SBLM Program for adjourning the seminar. This may involve recognition for participation, a time for members of the group to say their good-byes, or anything else the seminar members want to do at that time.

Frequently, at the end of the program, seminar members express the feeling of having gone through these or similar stages. Some pass through some of the above stages very quickly and others progress more slowly. Seminars can and do return to earlier stages of group development when new tasks are introduced or when changes in individuals occur. Awareness that there is a normal progression through these stages can provide the seminar a better understanding and appreciation of group dynamics and the learning process.

Characteristics of Seminar Learning

Sharing Ideas - You will experience both the resident seminar and the virtual seminar. These concepts on sharing ideas fit both the face-to-face and virtual environments. One of the main activities of a seminar is, of course, discussion. Discussion is a method of sharing ideas with others to achieve a clearer and broader view of fundamental problems and issues. Seminars provide the opportunity to share ideas. Each individual brings certain understandings, information, and experiences. By providing an opportunity for all members to share their points of view, the seminar sharpens and extends each individual's own range of knowledge and understanding about basic problems or issues. An effective seminar requires the cooperation of all its members, all must talk together, think cooperatively; share knowledge, experience, opinions, and ideas in exploring a problem.

Discussion is not a method of argument or debate. It involves the critically thought out presentation of differing points of view with the ultimate aim of settling an issue or deciding upon a program of action. Discussion provides new sources of information, new perspectives, and helps keep us receptive. Through discussion, individuals can learn to analyze problems more effectively and to form sound judgments about them. Perhaps most importantly, discussion helps stimulate individual thinking and reading long after the discussion is over. As a result of participating in seminar discussions, you will find that you have learned to read more critically, that you are deriving more from your reading than before, and that you have gained a deeper awareness of your responsibilities as a leader.

Effective participation in seminar discussion can also result in acquiring new insights and skills. You can learn how to listen with a purpose, appreciate the other person's point of view, and develop an awareness of the many sides of truth.

Effective discussion requires shared participation. Shared participation, in turn, requires that everyone be given an opportunity to express opinions to the group. This opportunity is available only if each member is conscious of the rights of others to present their perspectives—and acts positively on that consciousness.

Listening - Listening is just as important in seminars as discussion. Good listening requires not only a sincere desire to understand what others have to say, but also a belief in the importance and worth of other members' ideas. You can show your interest in, and concern for, all comments by devoting your full attention to the speaker.

Because communication is a two-way process, you must develop effective listening habits. Think about what is being said and relate it to the information contained in the assigned reading selections or the lecture. Good listening by all members of the group helps ensure the maximum flow of information and ideas.

When members of the seminar are talking, listen carefully so that you can grasp the full meaning of their comments. Give them the attention you would like to have and would expect from them when you are speaking. Do not start collecting your thoughts and thinking of what you are going to say next while someone else is speaking. Stay "tuned in" to the discussion and try to understand the other person's point of view. Look at the speaker, and listen for meaning rather than words. Imagine yourself in the other person's shoes and see how the problem looks from a different perspective.

Before replying to comments of another member of the seminar, be certain you understand not only what was said, but also what the intention was. If you are uncertain about what message was intended, ask for further explanation. Refrain from agreeing or disagreeing until you comprehend the essence of the ideas. Request the speaker to restate the ideas when the meaning is not clear, or restate it as you understand it and ask whether your statement summarizes the ideas. This procedure, particularly in a heated discussion, may make the speaker modify what was said and clarify the speaker's intended meaning. After making an honest effort to understand the comments, try to analyze them and given them perspective. Evaluate the comments on the basis of the overall idea. Do not listen to a person merely with the intention of locating some minor inconsistency in the line of reasoning, but consider the entire idea. Think for a while after the speaker has finished. Then, if you disagree, say so in a positive manner and explain why and at what point you disagree.

Through careful listening and evaluation of the other person's remarks, each member can contribute to the effectiveness of the seminar.

Sticking to the Subject - Effective seminar discussion also requires sticking to the subject. Occasional brief digressions are permissible and even advisable. In general, however, a group must concentrate on the main subject if it is to move forward to decision making or problem solving. The failure of members to stick to the subject may be due to many causes, but among the most common are insufficient information, inability to analyze and synthesize, poor listening habits, or lack of motivation. Whatever the cause for digression, each member should assume responsibility for developing those habits and skills that will enable the group as a whole to concentrate on the discussion topic.

Shared Leadership/Shared Responsibility - The quality and amount of group productivity is not the sole responsibility of the faculty facilitator, but is shared jointly by each member of the seminar. Distributed or shared leadership affords all members an opportunity to develop skills, improves the overall success of the seminar, and disburses responsibility for the learning that occurs or fails to occur.

Increased motivation and individual development are among the advantages that accrue to members in a seminar where leadership is shared. In the one—leader group—the leader is frequently the only one motivated and the only one who assumes responsibility for motivating the other members of the group. When all members share leadership, they

become more involved in the problem and assume more responsibility for energizing and involving other members of the group. All members have a greater opportunity for individual growth and development in the group process and in problem solving. Just as teachers often learn more than their students do, so do leaders learn and develop more than their followers.

Environment - Properly setting the stage for a seminar means developing an open environment or atmosphere in which members feel secure and comfortable. Effective communication in a group situation is largely dependent upon the established atmosphere or the interpersonal relations of the group. An effective seminar provides an environment wherein members feel free to express ideas that they deem important to the problem or topic being discussed. When there is an accepting attitude on the part of the group, individuals do not fear the possibility of being ridiculed or laughed at by other members.

Communication problems are minimal when the group environment reflects warmth, acceptance, and understanding. Of course, some individuals may lack oral skills and find it difficult to communicate their ideas. Generally speaking, however, the emotional reactions and personality dynamics of the group members can present more formidable obstacles to effective communication than an individual's inability to express himself or herself effectively. Those who listen frequently react more to the personality of the speaker than to the ideas expressed. Speakers who are accepted members of the group will not have problems conveying ideas to listeners.

If the group environment demonstrates poor interpersonal relationships, it may be the result of poor communication. In such an environment, people may be possessive of their own ideas, resist criticism, and resist the ideas of other members of the group. Other indications of ineffective communication are non-receptive atmosphere, apathy, boredom, daydreaming, hairsplitting, or harangues over precise definitions or terms. When such symptoms appear in the seminar, members must take stock of their group process to find out what is wrong and decide what to do to correct the situation.

Introspection

An effective seminar also depends upon the participation of members in another activity—introspection. This is an important seminar activity that is often overlooked and mistakenly neglected. Continual individual analysis of goals and activities should be an integral part of the seminar program as it permits intelligent modification of the problem solving or discussion process at any stage. Some suggested questions you should ask yourself concerning your activities and the seminar group's activities are:

Resident Sessions:

- What is my general reaction to today's seminar?
- What new insights or helpful ideas did I get from today's seminar discussion?
- What did the seminar add to the lecture, readings, or practical exercises?
- What value did I add to today's seminar experience?
- What would I like to change about the seminar experience?
- What did I learn about my own skills in leadership and team building today?

Nonresident Seminar Time:

- Have I shared any new insights with my seminar this week?
- Have I helped my seminar by adding to readings or practical exercises?
- What can I do to enhance the motivation of others in my seminar?
- What did I do this week to apply newly learned skills in leadership to my own organization?

- What did I do this week to enhance the flow of communication in my seminar?
- What did I do to enhance the involvement of my seminar in the decision making process?

A learning self-assessment or learning journal described later as part of the evaluation plan provides you an opportunity to document your goals, professional development, and intellectual growth. You can then review the document periodically in order to assess progress.

Seminar Organization

While at AMSC, every student will hold a position of responsibility in a seminar. The general duties associated with these positions are outlined below; however, the actual scope of the duties will vary based on the initiative and personality of the students and the faculty Seminar Leader. The only positions that are filled prior to the student's arrival are the Student Class President. The student President and Vice-President are selected by the seminar members during the first resident session and students will volunteer for the remaining seminar positions during the first resident session as well.

Class President - The Class President is the principal student spokesperson for the class. The Class President has regularly scheduled meetings with the Seminar Presidents, Seminar Vice-Presidents and Program Director. The Class President has the additional role of assisting the College in greeting guest speakers when in the resident sessions and in ensuring that students return to class on time after breaks during lecture hall presentations. This is especially important when the College has guest speakers. The Class President has an overall responsibility for the coordination and conduct of class activities, ensuring a successful class for everyone. Of course, the Class President needs the full support of seminar presidents in all of these roles.

Seminar President - The Seminar President is the principal student spokesperson for the seminar. The Seminar President is elected during the first resident session of the program. The Seminar President's duties include:

- assisting the Faculty Seminar Leader in matters pertaining to student concerns, recommendations, and administrative matters;
- guiding the seminar in its participation in all non-academic activities if applicable;
- attending scheduled Virtual Seminar Meetings with the Class President and Program Director and back-briefing the seminar students and faculty leader about the meetings;
- monitoring seminar attendance in the resident session and ensuring any student requests for emergency leave are processed through the Seminar President to the Faculty Seminar Leader;
- during the resident sessions, ensuring students return to the seminar room on time after breaks and assisting the Class President in this function when classes are held *en masse*;
- monitoring the performance of seminar members in the conduct of their positions of responsibility and reporting concerns, if any, to the Seminar Leader; and
- functioning as the principal point of contact within the seminar for all matters in the absence of the Seminar Leader or other faculty members.

In general, both seminar and class presidents catalyze student energy and participation, act as liaison for the class with the AMSC leadership, and encourage student attention to AMSC's underlying operational rules.

Seminar Vice-President - The seminar's Vice President assists the Seminar President as needed to ensure all of the President's duties are carried out.

Treasurer - The seminar's Treasurer collects moneys for group activities and coordinates the financial aspects of other seminar activities.

Fitness Coordinator - The seminar's Fitness Coordinator is the point of contact for all health and fitness matters within the seminar. This may include collecting fitness points from seminar members, and encouraging seminar members to participate in health/fitness activities.

Survey Coordinator - The seminar's Survey Coordinator ensures that seminar members complete all surveys requested by the College.

Media/Computer/Supply Coordinators (*There may be as many as two individuals per seminar*) - The seminar's Media/Computer/Supply Coordinators are responsible for all aspects of audio visual, computer, and supply support within the seminar during the resident sessions to ensure all audiovisual equipment is available, set up, and functional as needed for appropriate student-led seminar sessions and to ensure sufficient supplies are available for students within the seminar room (computer paper, slide frames, magic markers). These individuals are also responsible for providing assistance and training to other seminar members on the seminar's audiovisual equipment and for consolidating certain requirements on diskette for the seminar.

Activity Coordinator - The seminar's Activity Coordinator assists in planning and organizing all social and informal activities during the resident sessions excluding the mid-term program and graduation activities (for example, local area professional sporting events, theater performances, and dinner theaters). Depending upon the social event or activity, this may also require working with Activity Coordinators from the other seminars.

News/Information Coordinator - The seminar's News/Information Coordinator assists in planning, coordinating and assembling input for selected seminar/class publications if one is created. The actual publications vary from class to class and may include a class yearbook, newsletter and/or complete student roster listing names, addresses (work and home), and phone numbers.

Memorabilia Coordinator - The seminar's Memorabilia Coordinator organizes and coordinates seminar efforts to design and procure distinctive memorabilia for the seminar or class, if desired (cups, mugs, tee-shirts). This may also require working with Memorabilia Coordinators from other seminars.

Photographer – The seminar's photographer takes or arranges for the taking of photographs at social, formal, and informal seminar activities. The seminar's photographer may work closely with the News/Information Coordinator, photographers from other seminars, and the College Public Affairs Officer. Students interested in this position should bring their personal camera(s) to AMSC. The College does not provide regular or digital cameras (although the College's digital camera can be borrowed for use during the resident sessions).

Resource Conservation/Recycle Coordinator (RC/RC) - The seminar's RC/RC is responsible for ensuring sound resource and energy conservation is practiced within the seminar and is also responsible for the seminar's recycling program during the resident sessions.

Additional Possible Seminar Roles - The number of students in seminar or the circumstances at the time may require additional seminar roles especially during the resident sessions. The seminar, working with its faculty, may develop additional roles. Some examples are:

- Security coordinator for safety and security briefings and related matters.
- Transportation coordinator - A single point of contact for travel vouchers and coordinating transportation needs in seminar.
- Country Store manager for snack and beverage requirements in seminar.
- Distribution coordinator for mail, flyers, newsletters, and other distributable items.

ACADEMIC POLICY AND PROCEDURES

AMSC Honor Code

The Army Management Staff College is committed to Army values as outlined in FM 22-100, Army Leadership. Inherent in these values is integrity and ethical conduct. By pledging to support the Army Management Staff College Honor Code, you agree to uphold the standards as outlined below.

I will not lie in my academic endeavors. Lying is the willful and knowledgeable telling of an untruth as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.

I will not cheat in my academic endeavors. Cheating is inappropriate possession or use of copies of papers, examinations, solutions, or any other controlled issue material. Inappropriate means the College did not intend to provide this material to students before the examination or performance of other academic work. Students who accept copies of papers, examinations, solutions, or other controlled issue from anyone except the designated faculty at the designated time and who do not call this to the attention of AMSC personnel (faculty, department chairs, and commandant) are contributing to cheating. Contributing to cheating is the same as cheating, whether for others or for oneself.

I will not practice plagiarism. Plagiarism is the presentation of another's writing or another's ideas as one's own without appropriate citation of credit. This includes material extracted from the Internet or other electronic source. Use of other students', graduates' or author's work without appropriate citation or reference that this work belongs to another is stealing intellectual property. It is a form of cheating and lying. Using text written by another, short or long, when you know that it is not yours and not giving credit to the owner is a violation of the AMSC Honor Code.

I will give prompt notification to my faculty advisor when I observe academic dishonesty. I have recourse to department chair, and commandant when I believe that insufficient action has been taken.

I will model behavior that reflects the spirit of Army values. I will insist that my fellow students also model that behavior.

Attendance Policy

Every student attends every class everyday of every resident session.

The two resident sessions are intensive weeks of educational experiences. You are required to be in residence while attending these portions of the program. You should consider the classroom day to be 0800-1700 at a minimum regardless of the projected schedule. The projected schedule is not necessarily the final schedule. This means that you should be available during the entire week of the resident session. One-on-one counseling and other classes may be held before class, during lunch or after class in the evening. Please **do** schedule absences or departures only after gaining approval from your faculty leader. Academic performance is directly related to your attitude, enthusiasm, and cooperation in all educational and instructional activities and will be considered demonstrated performance of leadership and managerial potential. ***It is mandatory that you attend all scheduled***

instruction, unless properly excused. You may be subject to administrative action and/or Academic Board action based on unexcused absences or tardiness.

The following guidance is provided for excusing students from class:

As a general policy, *an absence from scheduled academic instruction will not be approved except in cases of emergency.* **Do not** schedule routine personal business (i.e., medical, dental, and eye appointments) during either of the resident weeks. In addition to cases of emergency, there are means for other unusual situations. If such matters come up, you should coordinate directly with your faculty leader and make your request in writing. Indicate the anticipated period of absence and include a justification for the request. Your Seminar Faculty Leader will handle the coordination with the Program Director and/or the Dean for consideration and approval.

In the event of an emergency absence you must contact your seminar Faculty Leader or Seminar President. If you cannot reach them then you are still responsible for contacting another responsible person in the College. (for example, the Administrative Services Division or as a last resort, a timely voice mail message on your faculty leader's voice mail) As soon as the emergency becomes clear, please be certain that a responsible College official has the information regarding your current and projected situation. Please keep in mind that AMSC is concerned for your personal welfare and we can best assist you when we know what is going on.

Except in cases of emergency, students will submit a request for leave, in writing, to the Seminar President. The request must indicate the anticipated period of absence and include a justification for the request. If the period of absence covers a scheduled required evaluation or other critical periods of activity or if the anticipated period of absence is in excess of 1 hour, the request must be submitted to the Faculty Seminar Leader for approval. The Faculty Seminar Leader has the authority to approve a request for absence up to 8 hours. Any request for leave of 8 hours or more must be submitted through the Seminar President and Faculty Seminar Leader to the Program Director for final approval. The Commandant approves absences exceeding 3 days. Students disagreeing with leave approval decisions may appeal to the next higher chain authority. The chain of command for leave decisions is Faculty Seminar Leader, Program Director, and Commandant. The AMSC Commandant's decision is final.

In the event of an emergency which may cause the student to be absent from class, the student must contact the Faculty Seminar Leader or Seminar President. If this cannot be accomplished, the student must contact the Administrative Department or other responsible College officials with information concerning the circumstances surrounding the emergency as soon as possible. The student is responsible for any sessions missed as a result of absence regardless of the circumstances involved.

Submission of Assignments

The Army Management Staff College nonresident SBLM Program is designed to replicate the resident program's content in a distance education environment. What sets the nonresident program apart from the resident program, however, is ***YOUR*** absolute necessity to adhere to the program schedule, meet stated suspenses, exercise good time-management skills, and be proactive. No faculty member will be there on a daily basis to remind you of the requirements. Academic assignments require outside preparation. Guidelines governing homework are designed to ensure an integrated and balanced combination and maximize learning.

There is a lot of reading in the Nonresident program. Frankly, it is a fundamental characteristic of distance education. The curriculum is divided into six phases—two resident phases and four distance learning phases. Each phase consists of multiple lessons centered on a topic theme. It is structured with a focus on learning, to include extensive reading, writing, analysis, practical exercises, case studies, and evaluations. The program will also include various synchronous and asynchronous small group interactions with seminar mates and occasionally with the seminar faculty.

In addition, you have long-term assignments such as a professional article and transition plan. You really must "scope out" the entire workload, including all AMSC requirements, and program your time wisely for the entire year. You should be aware that requirements may be greater some months than others and greater at the beginning of the program than at the end, reinforcing the requirement for careful planning.

AMSC has carefully designed and balanced this program to distribute the academic workload at a manageable pace. If you fall behind the established submission schedule, you place yourself at extreme risk since there will be few slack periods in the curriculum. If you fall behind the schedule, your intent and/or ability to complete the program come into question. After appropriate evaluation of each case, you could be involuntarily separated from the College.

Late Submission of Assignments

You have to look ahead at the schedule, stay ahead of the power curve, and plan submission of assignments around your work, TDY, leave, and the like. Remember that you also have a personal life. Former students tell us they do better when they schedule personal time. Although your faculty leader may extend due dates for valid reasons, these extensions will generally be only 5 calendar days. Your Seminar Faculty Leader is the point of contact for all extension matters.

Failure to submit work by suspense dates without prior request may result in an "unsatisfactory" evaluation of work. Failure to submit course work by the deadline dates without an approved extension may result in expulsion from the program. Students who are unable to meet suspense dates in **most** cases will be left irreversibly behind, making successful completion of the program impossible. So, the lesson learned is that you must remain in close contact with your seminar faculty leader, as well as with your seminar mates who can often help you out of tight jams.

Student Evaluation Policy

About Academic Standards and Evaluation - The SBLM Program is intellectually rigorous as a result of the intensive program of reading, oral presentation, writing, and small group interactions. The underlying program purposes are:

- Application of values-based leadership and management principles to meet organizational goals, and exhibit professional behavior consistent with the Army's culture and values.
- Application of decision-making and problem-solving skills associated with being a leader and a member of a sustaining base organization.
- Evaluation of the national security environment and its demands on the Army as a partner in joint or multi-national scenarios.
- Analysis and application of how the Army develops, generates, projects, and sustains the operational force; and

- Analysis of the operation and inter-relationships of the major DOD and DA decision support systems involved in the management of information, resources, installations, logistics, acquisition, and force management.

The program is learner-centered. Faculty will evaluate written and oral presentations required for the various segments and return them to the student with detailed comments and critiques suitable to engender improvement. *The objective of evaluations is to give you an opportunity to demonstrate the ability to analyze, synthesize, and evaluate sustaining base issues and to demonstrate the ability to create intelligent choices among the difficult options facing decision makers throughout the Army.*

Learner-Centered Education - You are responsible for learning and exercising creative, critical, and strategic thinking. Most adult students tend to prefer life-related and problem-centered learning, and they learn best when they can integrate new ideas with what they already know and have experienced. This is the basis for teaching much of the program in seminar and for the directive that faculty support your efforts to learn. Faculty are responsible for facilitating your creative, critical, and strategic thinking. *Faculty are responsible for creating a learning environment—the opportunity to learn.* To do this, faculty will teach, coach, counsel, mentor, facilitate, and evaluate you. You are responsible for doing the learning and meeting the standards.

Evaluation Philosophy - The term evaluation is appropriate because AMSC faculty judge the worth or quality of the student's understanding of and facility with the material. The specific evaluation medium may include a paper, oral report or briefing, group discussion, or practical exercise. Selected evaluations may utilize various electronic media. Evaluations are not limited to these methods. The evaluation is as much a part of the learner-centered program as teaching sessions or facilitating discussions. Your evaluation begins with your first day in the program and ends with the Academic Evaluation Report (AER) sent to you at your home station.

Objective of Evaluation - The primary objective of the evaluation is for you to demonstrate abilities to analyze, synthesize, and evaluate—to think and not to simply restate "knowledge," but to work through the implied linkages, relationships, and implications of a particular issue. Evaluations require you to analyze, synthesize, and evaluate sustaining base issues and craft intelligent choices among the difficult options facing decision makers throughout the Army. Based on the evidence of previous classes, students who have difficulty with the SBLM Program evaluations have not addressed the question asked, have provided a list of information where analysis was requested, or generally had difficulty expressing their thoughts in writing.

Evaluation/Assessment

Nonacademic (Ungraded): You will complete various assessments during Phase 1 and 2. These assessments are used to help you learn about yourself and your learning as well as your leadership styles, reading and writing skills, learning styles, and thinking skills.

Academic (Graded): Many lessons will require some form of assignment to be completed and some are submitted for review by faculty. These will be evaluated as either Satisfactory or Unsatisfactory. If unsatisfactory, they are returned for modification until graded satisfactory. Some lessons include a self-assessment for you to use to see if you understand the material presented. These will not be submitted to your faculty advisor; however, if you find you are having difficulty, you should contact him or her for assistance before a formal evaluation.

Feedback

Your Faculty Advisor will return written feedback to you within 2 weeks of receiving your work, ***if you submitted it by the published deadline***. Your Faculty Advisor also will advise you of his or her personal absences due to annual leave or TDY. You will have an alternate faculty member on whom you can call. Your responsibility as a student is also to stay in touch with your Faculty Advisor and the other students in your seminar. If you are not getting timely feedback and have not been able to work it out with your Faculty Advisor, notify the Nonresident Program Director, Dr. Mike Konopka at Michael.Konopka@amsc.belvoir.army.mil or phone commercial (703) 805-4742 or DSN 655-4742.

Academic Evaluation Records, Academic Reports, and Student Portfolios

Academic Records - The Program Director through the assistance of the seminar faculty advisors will maintain your academic records. Information necessary for accurate evaluation of your performance will become a permanent part of those files. Faculty Advisors will maintain records of all formal counseling sessions, including date, time, and summary of events. They will return copies of papers and evaluations to you electronically. You will maintain your own portfolios as needed. These will provide information about their academic progress throughout the program. The permanent record of successful completion will be the diploma. Any other confirmations of graduation may be requested in writing from the AMSC Registrar. Transcripts will not be issued routinely.

Academic Evaluation Reports - After completion of the program, you will receive a copy of your individual Academic Evaluation Report (AER), DA Form 1059, that records your academic status and provides an evaluation of your performance.

AMSC will send the AER to the civilian student's supervisor and to the student. For military, AMSC will send the AER to the Army Personnel Command (PERSCOM), ARPERSCOM or other appropriate organization. Your Major Army Command (MACOM) commander or other appropriate Head-of-Organization will receive a memorandum mentioning the names of students from that MACOM who graduated from SBLM for that respective class.

Faculty Advisors will write the AER and review a draft of the completed form with you as a part of formal end-of-program counseling. The draft is subject to review by the Program Director and Commandant and the final AER may not appear precisely as written by the faculty member.

If you disagree with performance statements made on the AER, you may appeal these to the Commandant, who is the final authority on all such appeals.

Graduation Requirements

The SBLM Program is a pass/fail educational program. To receive a diploma, you must *meet all residence and attendance requirements and pass each required evaluation with a grade of "Satisfactory."* Class and lesson preparation, seminar discussions, and other directed work preparation are part of the graduation requirements. AMSC publishes no order of merit lists.

To measure satisfactory performance, the SBLM Program uses an overall assessment plan that includes both assessments and evaluations.

Assessments measure your abilities in skills such as reading, writing, speaking, analysis, and decision making. Assessment may also include instruments to measure personality and learning preferences. In short, assessments include any instruments that ultimately help the faculty create a better learning opportunity for you. Assessments are not given a grade, but you do receive feedback. Evaluations test to what extent you can understand and apply the concepts and content covered throughout the curriculum. Evaluations demonstrate to you, faculty, and management the cumulative progress of the student through the program, provide an on-call academic status report, and in the long run, provide a means by which external reviewers of the AMSC can assess to what degree you met AMSC-established standards.

You will track your own progress by means of a Learning Self-Assessment Journal and keep copies of salient assessment and evaluation results in their own Student Portfolio if desired.

At the beginning of each phase of the program, you will find information on the evaluations for that phase as well as the deadlines for their submission. The requirements are also listed in the overall "Schedule of Deliverables" on the Nonresident website. We require you to meet those deadlines. Any issues dealing with the published deadlines should be surfaced as soon as possible.

Faculty can recommend students for Academic Probation. Academic Probation is addressed later in this Academic Guide. Students generally are allowed one opportunity to "redo" a failed, required evaluation. These redo's are limited. Additional or repeated failures and/or redo's may result in an Academic Board.

Military students must meet the Army Weight/Height standards in accordance with (IAW) Army Regulations, AR 600-9, and must pass the Army Physical Fitness Test (APFT) IAW TRADOC Regulation 350-6.

Military students—you **must** provide a copy of your APFT Scorecard (DA Form 705) to your faculty advisor prior to graduation. If your current height and weight are not in accordance with the standards of AR 600-9 and a Body Fat Content Worksheet (DA Forms 5500-R and 5501-R) was prepared and determined you to be in compliance, you must also provide a copy of that worksheet to your advisor.

You are required to be in attendance for all resident sessions of the Program. Students not in residence, without express written permission from the Commandant, will be considered as failing to complete graduation requirements and can be disenrolled from the program.

The College does not transfer students between programs. The program is intense, and the pace is such that any remedial work places an unacceptable burden on existing faculty, staff, and other students. The program design does not support selective attendance. Students are expected to begin and complete the same program. In emergencies, students may request deferral to another program, and the Program Director or Commandant may authorize such deferrals on a case-by-case basis. If necessary, the Commandant will adjudicate such decisions. The Commandant's decision is final.

Student Attrition

Types of Attrition - There are two types of attrition: academic and administrative. As a general rule, disposition of academic failure will be referred by the Faculty Seminar Leader through the Program Director to the Commandant. An Academic Review Board will convene when the student faces the possibility of expulsion. Determination as to administrative attrition, which includes but is not limited to, acts of misconduct, unsuitability, compassion,

attitude, honor violation (to include plagiarism) and voluntary withdrawal for the good of the service, will be referred through the Program Director to the Commandant with recommendations for disposition.

Dismissal of students from the SBLM Program can be considered an unqualified release or an elimination action (involuntary attrition or disenrollment). Unqualified release refers to a dismissal on the basis of compassionate or emergency situations. In these instances, the Program Director will verify the circumstances. Elimination refers to a dismissal for cause. There are numerous reasons that may underlie dismissal for cause. The right of the individual to due process, sufficient to protect his/her interests, will be provided in all cases with full access to legal counsel.

The Commandant is the final approving authority for disciplinary action contemplated against students. AR 350-1 and TRADOC Regulation 350-10 task the Commandant to establish precise procedures to determine how students in which circumstances students should be disciplined (and the level of discipline) or dismissed.

Regulatory Information - Students may be dismissed and designated non-graduates for failure to meet regulatory requirements.

Military students may be dismissed from the SBLM Program, and designated as non-graduates, for failure to meet regulatory physical fitness and weight standards. Determination of failure to meet these standards will be made by the applicable Department Chair in accordance with AR 350-1 TRADOC Regulation 350-10, AR 350-15, AR 600-9, and local implementation policy. Students will be apprised of these requirements during registration procedures.

After a military student has failed all available opportunities to meet the standards, the applicable Faculty Advisor and Program Director will prepare a letter of notification for the Commandant's signature notifying the individual of dismissal and designation as a non-graduate for failure to meet established physical fitness and/or weight standards. The student will be provided the right to rebut the action per provisions of paragraph 2-6, AR 600-37, prior to departing. The military student will acknowledge receipt by signing and dating a copy of the notification letter. The completed action with rebuttal and consideration will be forwarded to the Registrar for filing and disposition to the individual's unit and records maintenance facility.

Civilian students must meet the standards of conduct described in DOD 5500.7-R, Joint Ethics Regulation.

Special Situations - There are numerous special situations that can lead to dismissal of a student. These cases may occur as a result of actions while a student is at AMSC or as a result of actions prior to arrival. In all these special situations, the appropriate Faculty Advisor and Program Director will document all the facts in the matter and present them in writing after appropriate Staff Judge Advocate (SJA) review—with a recommendation for disposition. The recommendation will be routed to the Commandant. An enclosure to this recommendation will be a letter of notification to the student. This letter will inform the student of the action being taken and any options with regard to program completion. If the action is adverse in nature and is going to the individual's permanent record, the individual must be given the opportunity IAW Chapter 7 of AR 600-37 to rebut the action. The student will acknowledge receipt by signing and dating a copy of the letter of notification. A copy of the completed action will be provided to the Registrar for filing and distribution of documents to the individual's unit and record maintenance facility as applicable. These special situations normally fall under the following categories and do not require an

Academic Board: court martial; serious civil convictions; AR 15-6 investigations; medical; request of parent command; and voluntary withdrawal for cause (conduct or academic).

Administrative Attrition

Administrative attrition includes the dismissal of students from the AMSC as a result of administrative action and for reasons independent of the student's ability to achieve program objectives. The following reasons are recognized as types of administrative attrition. A student initiated request for disenrollment from the SBLM Program does not require an Academic Board.

Medical - Student withdrawal from the program because of medical reasons which prevent completion of the program. The condition may affect the student or a member of the student's family.

Misconduct and Disciplinary Actions - Student release because of factors involving personal conduct of a nature warranting termination from the program. Includes but is not limited to:

- Absence without leave (AWOL).
- Refusal to attend class, remain in residence, or otherwise follow faculty or appropriate staff guidance.
- Illegal use (abuse) of alcohol and controlled substances (drugs).
- Commission of a felony.
- Failure to follow policy or procedures.
- Disruption of the normal academic environment of others (e.g. harassment), or any related incidents.
- Misuse of Government resources, or abusive behavior toward other students, staff, faculty, or others associated with AMSC—regardless of the location in which the behavior occurs.

Honor Code Violations - The Honor Code is of paramount importance to the Army Management Staff College. *The essence of the Code is that a student's word is accepted without question because students do not lie, cheat, steal, or tolerate anyone who does.* A dishonest act is an offense against the entire student body. The Commandant expects each student and each member of the AMSC staff and faculty to enforce the Honor Code and practice academic ethics. Work that is presented by students, staff, and faculty as their own will be considered their own. Honor violations and the breach of professional ethics and integrity will not be tolerated.

Violation of Copyright - Copyright laws are specific and demanding. All students and AMSC personnel must honor them and not become complacent with photocopying, tape duplication, software duplication, or use of materials gathered through electronic databases, libraries, or the Internet and its various providers.

Violation of the Nonattribution Policy - Violation of the AMSC nonattribution policy regarding guest speakers is a serious matter. It not only threatens academic freedom at AMSC, but also brings into question the ethics of the individual who has agreed to abide by the policy. All students must sign a nonattribution policy form. Refer to the earlier section entitled, Educational Approach and Philosophy, *Nonattribution Policy*, for the precise language of the policy. Violation of the nonattribution policy is grounds for disenrollment from AMSC.

Compassion - Termination for compassionate reasons usually occurs in situations involving the health, welfare, and security of an individual or family which are so compelling that the best interest of the individual requires termination of student status.

Resignation - The resignation of any student involves a voluntary request for release from the program prior to completion. For military students, AMSC staff will contact the appropriate assignment branch office at HQ PERSCOM or other POCs, i.e., ARPERSCOM and the service member's parent unit for disposition instructions. For civilian students, the staff will contact the appropriate MACOM or organizational POC and parent unit for disposition. Resignations do not require Academic Boards.

Attrition for Academic Reasons

Unsatisfactory performance on assessments and evaluations provides a clear indication that the student does not meet the required academic standard of the SBLM Program. Academic attrition includes the loss of students from the SBLM Program due to failure to achieve minimum program objectives and standards. Students being considered for removal from the SBLM Program due to academic reasons will have the opportunity to present their case to an Academic Review Board. These procedures are addressed in another section of this *Academic Guide*.

Good Standing - A student in good standing completes all assessments and evaluations at a satisfactory level and by the required deadline. Once the student either engages in behavior that is cause for general probation or academic probation, the student is no longer in good standing. Students not in good standing will be given written notice specifying the type of probation on which they have been placed. See the next sections for further information on academic or general probation. Students may appeal their standing to the Commandant. The Commandant is the final authority on all such matters.

Program Duration - The SBLM Program's duration includes the required resident and nonresident components. Work included in the nonresident component is the major part of the program's required work. Students who do not complete the required work may lose their good standing and be recommended for academic probation by their faculty advisor. The Program Director may place students on academic probation after conferring with the faculty advisor and student. Non-completion of required work is taken as an indicator of ability to keep pace with this intense program and successfully complete the requirements.

Academic Probation

Students must achieve a grade of SATISFACTORY on all required evaluations in order to graduate. A list of required evaluations and their deadlines is available in each phase's material and the "Schedule of Deliverables" on the program website. Because the first few weeks of the program focus on assessment and remediation, Academic Probation is mandatory anytime a student fails any evaluation for the second time. *Academic probation means that a student must pass the next evaluation the first time to continue with the program. In addition, the student must also have passed the re-evaluation of the original failed evaluation.*

Upon failure of any evaluation, the faculty advisor will offer appropriate feedback to the student with the intention to help him or her succeed on the "redo." A grade of satisfactory on the re-evaluation meets the criteria of passing the evaluation.

If the student receives a grade of SATISFACTORY on the re-evaluation and passes the next regularly scheduled evaluation on the first try, the student will be removed from Academic

Probation. It will be possible for students to be on Academic Probation more than once during the program.

Probation is an indicator that something is wrong. Students should contact their faculty as early as possible when they recognize they are having difficulty with some portion of the curriculum or program. Early recognition provides the best chance for subsequent success.

If the student receives a grade of UNSATISFACTORY on the re-evaluation, he or she will be afforded remediation and possibly an additional re-evaluation as determined by the Program Director. This is done in rare cases where the student is otherwise exceptionally good with an excellent academic record and where the failure is one very close to achieving a passing grade. Simultaneously at this juncture, the Program Director will remand the student and the student's academic record to the Academic Board for consideration of options. See the section on Academic Boards in this *Academic Guide* for a range of options.

The Program Director will notify students in writing that they are on academic probation with a copy furnished to the student's faculty advisor. They will include a copy of the relevant *Academic Guide* pages. Students may respond to the probation notice in writing. Appeals may be made in writing through the Program Director to the Commandant. The Commandant is the final authority on all appeals. Appeals regarding Academic Boards may be made after the Boards have met. See the section on Academic Boards.

General Probation

A more "general" form of probation may occur in instances where the student incurs other infractions which in-and-of-themselves may not merit removal or other Academic Board action but where additional or continued infractions will change that balance in favor of removal. Examples may include but are not limited to:

Disruptively participating or failing to participate or contribute to seminar sessions, group assignments, exercises, or tasks—even after counseling by seminar faculty. Participation assumes preparation for the material and exercises, contribution of ideas; taking of active roles within practical exercises, for example.

- Behaviors that are extreme and have negative impact on AMSC or its affiliated organizations, including Knadle Hall or other on post billeting, the post library, or other Fort Belvoir community activities. Behaviors while at AMSC which generally leave the public with a poor perception of the AMSC and/or its students.
- Failing to be resident at AMSC without the required permission.
- Failing to attend scheduled program events without prior approval or proper notification to seminar faculty or other appropriate official.
- Failure, after warning, to observe published rules such as non-smoking outside of designated smoking areas; tardiness to scheduled class activities; or alcohol consumption/substance abuse policies.

You will be informed in writing if you are placed on "general" probation. The Program Director will generally issue this type of probationary letter. You will be given the opportunity to respond to the probation in writing. Appeals may be made through the Program Director to the Commandant. The Commandant is the final authority on all such probations.

For General Information - Except where otherwise indicated in this *Academic Guide*, students being considered for removal from AMSC, whether caused by academic, or general

probation, or other cause, will have the opportunity to present their cases to an Academic Review Board.

Academic Review Boards

An Academic Review Board is an advisory board for the Commandant pursuant to AR 350-1 and TRADOC Regulation 350-10, Individual Military Education and Training. Although any of the matters covered may be referred to a Board, the following situations are those more commonly considered by a Board which determines the facts and makes recommendations for disposition:

- Students whose personal conduct is such that their continuation in the program is prejudicial to the interests of other students—such as disciplinary infractions or academic ethics violations as defined under **Administrative Attrition**.
- Students whose academic progress, demonstrated motivation, attitude or conduct, although not requiring formal disciplinary action, are prejudicial to the interests of other students, or where it is unlikely that the student can meet the standards established for graduation—either Academic or General Probation qualify.
- Academic Review Boards also consider appeals and requests from previous students regarding academic and enrollment matters; confirm students as graduates; confirm students as recipients of the AUSA or AMSC outstanding student award when legitimate challenges are made; assist in the selection of students for honors and awards as appropriate and review other student academic issues as directed by the Commandant.

The AMSC Academic Review Board is normally composed of the following:

- President.
- Additional Senior Academic Officials or Faculty.
- At Least 2 Other Disinterested Faculty or Staff.
- Non-Voting Recorder.
- Non-Voting Assistant Recorder.
- Non-Voting Clerk to the board.

All faculty or staff serving on the board and voting must possess a grade equal to or greater than the student(s) before the board. Board membership must include appropriate diversity.

The Commandant will appoint all board members in writing. The Commandant will appoint all replacement members of the board and may appoint additional members or excuse members as circumstances may direct. Any member so excused shall not be counted in determining the existence of a quorum. The absence of any of the designated positions from a Board will not render the Board improperly constituted. The Commandant has final decision authority on Board recommendations.

The Recorder will serve as an assistant to the Commandant, Registrar, and Board President for the organization, operation, and management of Academic Boards. The Recorder will:

- prepare Letters of Appointment for the Commandant's signature;
- prepare and distribute notification to Board members of pending Board meetings; and
- prepare letters of notification for the board president's signature to the student(s).

The Recorder will provide a copy of the signed Letter of Notification with enclosures consisting of all documentary evidence to be considered by the Board to the student(s); brief the student(s) on the content; and have the student(s) acknowledge receipt by signing and dating the original copy. The Recorder also:

- Prepares a Letter of Instruction (LOI) for signature of the Board President for the Board members. In advance of the Board meeting, the recorder will provide a packet to each member of the Board consisting of the Letter of Instructions with the signed Letter of Notification to the student and all documentary evidence as enclosures to be considered by the Board.
- Arranges for a teleconference or coordinates for a room to hold the Board meeting and if necessary, the use of required equipment or services to record the Board proceedings. The Board President determines the need for and use of electronic recording devices.
- Coordinates the appearance of all witnesses.
- Completes an administrative checklist and a Board procedural guide or script as appropriate. Using these and the evidence packet coordinates with the Board President on all administrative aspects and general procedures for the Board meeting.
- Prepares minutes and supporting data for approval through the Board President, to the Commandant. These will be marked, "FOR OFFICIAL USE ONLY," and contain all supporting and implementing materials. The minutes will consist of a summary record of the Board meeting. Most Board meetings will not use electronic recording equipment. Even if the meeting may have been recorded, a verbatim transcript will be made only when directed by the Commandant or higher authority. Upon FINAL DISPOSITION/ACTION in the case, all tapes will be erased.
- Prepares a Letter of Notification to the student of the Board's findings and recommendations. The Board President signs this letter. If the action is adverse in nature the right to rebuttal per paragraph 2-6, AR 600-37 will be provided. The student will acknowledge receipt by signing and dating a copy of the notification letter. (NOTE: Appeals may be made to COMMANDANT, ARMY MANAGEMENT STAFF COLLEGE, SFCP-CPC-ZA, 550021ST STREET SUITE 1206, FORT BELVOIR, VA 22060-5934.)
- Prepares a Letter of Notification of the Board's Recommendation for the Commandant. Simultaneously prepares a Board Information Book for the Commandant's review.
- Files the completed action with all documentation with the Office of the Registrar for the purpose of maintaining historical records of minutes, action taken, and approval documentation.
- Serves as the primary point of contact in assisting Board and faculty members with all Board associated actions.
- Prepares a letter of notification for the student. This is for the Commandant's signature and conveys the Commandant's final decision. Additionally prepares a letter of notification for the Commandant's signature to notify all involved AMSC staff, faculty, and, if appropriate, students of actions taken.

With recommendations from the Program Director, all Academic Boards will meet by direction of the Commandant. The Program Director prepares a packet with a recommendation for the board for the Commandant. This packet will include at a minimum any memoranda supporting the recommendation and relevant student academic performance information. The Director of SBLM prepares a list of eligible, appropriately diverse, and available board members, including a nomination for president. A quorum consists of a majority of the voting members appointed to serve on the Board and not excused prior to convening the meeting. The student will normally be given a minimum of 3

working days notice prior to the convening of a Board. However, individual situations may dictate that the normal notice period would be counterproductive or inappropriate. Accordingly, under special circumstances, the notice period may be reduced or expanded for good cause. The notice to the student will include the following:

- Notice that a Board is to be convened and he (she) will be afforded an opportunity to appear before it.
- Time, date, and place of Board proceeding.
- Specific statement of reasons for the Board and all allegations against the student.
- Copies of or access to all known documentary evidence which will be provided to the Board.
- Names of all known witnesses the Board intends to call. The student will be given the opportunity to interview all witnesses before the Board, if he/she desires.
- Statement of the student's right to consult with legal counsel.
- Right of the student to be present during the appearance of all witnesses relevant to allegations against him/her and the opportunity to question those witnesses. These questions may stimulate other questions from Board members.
- Further questioning may be pursued by Board members based on these questions.
- Notice of right to have a representative accompany the student to this session. The representative may speak for the student. This representative may but need not be a legally qualified counsel. The Board may not deny the student legally qualified counsel if the student elects to have such counsel and counsel is available. Such counsel will be retained at the student's expense.
- Right of the student to present matters in writing, in person, or both. The student may call witnesses in his/her behalf. If witnesses are not reasonably available as determined by the Board, their written statements may be submitted directly to the Board President, who may delegate this task to the Recorder.

Deliberations of the Academic Board are privileged information and minutes of meetings are marked "FOR OFFICIAL USE ONLY." Recommendations of the Board are privileged until released by the Commandant or higher authority. Each voting member in attendance has one vote. The recommendation of the Board will be determined by a majority vote. Minority opinions may be submitted when deemed appropriate by any Board member. In those instances where a Board member has been known to have significant and damaging information about the student outside the student's AMSC tenure, that member will be excused from the Board. Board members must be impartial toward the student.

Proceedings of the Academic Board as a general rule shall be closed proceedings but may be declared open by the President of the Board or higher authority. If witnesses are to appear (either in person or telephonically), they usually will be notified at least 24 hours in advance. They will report to the President of the Board when called. If appropriate, the recorder will swear in all witnesses. After being seated they may present statements orally or in writing. They are required to answer questions from the student, his/her representative, and the Board members. Witnesses will not be allowed to make "off the record" remarks.

Standards of Proof, Voting, and Options Regarding Recommendations are as follows:

- The standard of proof to justify an adverse recommendation by the Board is "preponderant evidence." This is evidence that a reasonable person would be willing to accept as sufficient to support the conclusion and a greater weight of evidence than supports any different conclusion.

After evaluating all the evidence, the Board will deliberate and vote on findings and recommendations. A majority must vote in favor of adopting a recommendation before that recommendation may be forwarded to the Commandant. Dissenting views will be included. Recommendations for serious offenses, to include violations of academic ethics, will normally include, BUT NOT BE LIMITED TO, one of the following:

- Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.
- Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.
- Letter of counseling from the Commandant specifying the adverse nature of the incident and repercussions of continued behavior/action of this type. The letter may be forwarded through the supervisor of record and filed in the individual's permanent file or local file.

Recommendations for academic difficulties include, but are not limited to:

- Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.
- Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.
- Placement of the student on academic probation and advice in writing by a Department Chair of specific requirements he/she must complete in order to graduate.
- Formal letter of counseling signed by the Commandant. Note that formal letters of counseling to be included in an Official Personnel Folder will be coordinated with the student's respective supervisor or supervising authority.
- Formal letter of counseling signed by his/her Department Chairman as appropriate.
- Formal letter of counseling signed by the Seminar Leader or Faculty Advisor as appropriate.
- Any action less severe than the above.

The Commandant will notify the student in writing of his/her decision concerning approval of the Board's findings and recommendations. The Registrar is responsible for completing all paperwork on the Board; the appropriate distribution of materials; and maintenance of the historical records of Board actions. The following documents should be available through the Recorder for reference by any persons associated with a Board action. The Recorder will ensure these applicable documents are available during the actual conduct of a Board.

- AR 15-06, Procedure for Investigating Officers and Boards of Officers.
- AR 135-175, Separation of Officers
- AR 340-17, Release of Information and Records from Army Files.
- AR 340-21, The Army Privacy Program
- AR 350-1, Army Training and Education
- TRADOC Regulation 350-10, Institutional Leader Training and Education
- TRADOC Regulation 350-6, Training, Enlisted Initial Entry Training (IET) Policies and Administration
- AR 350-15, Army Physical Fitness Program.
- AR 600-8-24, Officer Transfer and Discharges.
- AR 600-09, The Army Weight Control Program.
- AR 600-37, Unfavorable Information
- DOD 5500.7-R. Joint Ethics Regulation.
- The Army Management Staff College *Academic Guide*, for current class.

Dismissal of Reserve Component personnel will be coordinated with National Guard Bureau (NGB) or Office of the Chief, Army Reserve (OCAR) as appropriate. Dismissal of active military students will be coordinated with HQ PERSCOM (civilians with the respective personnel office or organizational POC).

Job Aid for Academic Boards

Sequence	Who	Tasks
1	Student action assessed by faculty catalyzes academic board	Faculty advisor call this to Director, Nonresident Program's attention.
2	Director, Nonresident Program	Issues probation memo stating cause and that an academic board will be recommended; gives to student Issues memo recommending academic board to Commandant
3	Director, Nonresident Program	Prepares packet for Commandant recommending board; includes memos supporting the recommendation and relevant student academic performance information. Requests Director of SBLM to provide board composition list to Commandant.
4	Commandant approves board composition Director of SBLM	Gives approval to Director of SBLM. Notifies board president and Registrar; provides board names to Registrar President. Additional Senior Academic Officials or Faculty. At Least 2 Other Disinterested Faculty or Staff. Non-Voting Recorder. Non-Voting Assistant Recorder. Non-Voting Clerk to the board.
5	Registrar	Initiates the letter/memo notification process; board president signs letter signs: Notification to Student Notification to witnesses Notification to Board Members Letter of Instruction to Board; including complete documentary evidence Letter of Instruction to Student Any other initial correspondence
6	Recorder	Executes the letter/memo notification process in #5

Sequence	Who	Tasks
7	Board President; board meets	Directs the board process and ensures that documentation represents the actual work, findings, conclusions, and recommendations of the board.
8	Recorder and assistant recorder	Take the board notes, collect all documentation;
9	Clerk	Manages the calling of witnesses; runs errands for the board (e.g., photocopying)
10	Board President	Board completes its work and develops findings and recommendations
11	Recorder	Creates the "Board Book" which represents all documentation collected and created by the board Creates the memo of notification to the student of board findings, recommendations
12	Board President	Signs and gives student the preliminary findings and recommendations of the board; obtains signature denoting receipt
13	Recorder	Ensures receipt of the notification to student of board results Ensures receipt of any appeals from student. Adds to board book. Forwards complete board book to Commandant. Creates the memo for commandant signature denoting acceptance or final resolution of the case Creates memo of notification to faculty, staff, students (if appropriate) of disposition of the case
14	Commandant	Signs final memo of notification of board results to faculty and staff
15	Commandant	Notifies the student's supervisor of the outcome as appropriate, especially if the student is disenrolled.
16	Registrar	Simultaneously to 15 notifies the organizational POCs, PERSCOM, etc.
17	Board President and board members	Return any board documentation evidence to Registrar
18	Registrar	Initiates and confirms return and shredding of extraneous and extra copies of the board documentation.
19	Faculty and Director, Nonresident Program	Develop the close out AER for the student.

AMSC STUDENT AWARDS AND RECOGNITION PROGRAM

A Message to All Students

Recognizing excellence within your organization is an important part of organizational life. While you are here, you are a part of the AMSC organization. Take the opportunity to recognize excellence among your classmates.

Opportunity to Recognize Student Excellence

The Student Awards and Recognition Program affords faculty and students the opportunity to recognize excellence among the current class—using AMSC’s educational goals as part of the criteria.

Educational Goals Underlie Award Criteria

The educational goals underlying the award criteria are:

- *Demonstrated leadership*
 - Understanding how Army elements link together to accomplish mission for national goals. Behavior that demonstrates increased ability to perform leadership competencies, expanded vision and perspective, and enhanced abilities to communicate orally and in writing.
 - Commitment to selflessness and service.
 - Abilities to think creatively, critically, and consequentially.
 - Decision making under risk conditions.
 - “Can-do” attitude and approach.
- *Demonstrated academic achievement.*
- *Demonstrated exercise of a total team orientation.*
- *Demonstrated effectiveness as a role model.*

It’s Policy to Recognize Exceptional Performance

It is AMSC policy to recognize truly exceptional performance, achievement, and contribution to class and class learning. Every student is eligible and encouraged to compete for the established awards. Further, every student is urged to nominate fellow students for demonstrated excellence using both AMSC awards and, where appropriate, recognized Army awards (AR 672-20, Civilian Awards, and AR 672-5-1, Military Awards).

It is not AMSC policy to present awards that recognize completion of standard requirements (e.g., lecture attendance or completion of required readings and outside study assignments, or the personal niceties of loaning property or information to benefit another). These types of activities are required of all students by virtue of the program and in no way distinguish a student as exceptional.

Faculty Review Committee

The Nonresident Program utilizes the existing award review structure in place for the three resident program classes. This committee is called the SBLM Awards Review Board (SARB).

The SARB will consist of seven members: five faculty members (one of which must be a Nonresident program faculty) appointed by the Chair, Department of Leadership and Management, plus the Director of Administration. Faculty members will be appointed to the committee for a period of 1 year from the date of their appointment. Appointments will be staggered so those one or two new members join the committee before each resident class cycle. The Chair, Department of Leadership and Management, will identify the committee chair from among the members. The Chair, Department of Leadership and Management, will fill vacancies occurring on the committee as appropriate and necessary.

The SARB recommends the winners of AMSC's top-level awards, including the Academic Excellence and Leadership Award, the Outstanding Student Awards, and Exceptional Achievement Certificates. It also processes nominations for Best Student in Seminar and such other top-level awards as fall into the special or distinguished act category. Nominations disapproved by this committee will be returned to the submitting individual(s).

The SARB Chair has the latitude to call for advocacy interviews when the provided information appears insufficient but the nomination otherwise appears to have merit, or when the nominations are exceptionally close and cannot be resolved without further input.

Committee members should excuse themselves from voting, or any other activity of consequence to a final decision, when their personal involvement or closeness to the student warrants it.

The SARB's charter ensures that it will:

- solicit input for awards and rigorously review all award nominations received,
- ensure consistency and fairness of consideration among seminars and individuals while complying with the philosophy and policy guidance of this memorandum,
- calibrate the standards by which selection will occur, and
- make final award recommendations. Names of all final award nominees are submitted to the Program Director for review and forwarding to the Commandant for approval.

The SARB that is in session during the resident session immediately preceding the Nonresident Program Graduation processes the nonresident student awards.

The Awards

AMSC has three basic categories of student awards. Briefly, these are Academic Excellence and Leadership, Exceptional Achievement, and Special or Distinguished Acts, including Certificates of Appreciation.

Category 1 - Academic Excellence and Leadership Awards. These individual awards represent overall or specific academic excellence and leadership on the part of the winners. One Category 1 award of each of the following may be presented.

- *The Academic Excellence and Leadership Award* which serves as AMSC's top award.
- *The Outstanding Student Award*
- *The Federal Managers Association Writing Contest Award.*

Academic Excellence and Leadership Award

Criteria	<p>For presentation to that student in the class who best demonstrates:</p> <ol style="list-style-type: none"> 1) exceptional overall academic/research achievement; 2) scholarly initiative and achievement in non-required academic areas such as the Writing Contest, participation in Health and Fitness activities, etc... 3) professional and academic ethics and integrity, and networking with fellow students, and 4) demonstrated leadership inside and outside of the academic setting.
Comments on criteria	<p>Because these criteria are based in part on academic performance, the faculty will initiate the nominations that the SBLM Awards Review Board will process. Faculty do reserve the option to ask for student remarks prior to making any nomination.</p>
Award Presentation Information	<p>The winner of this award will receive the Commander's Award for Civilian Service or appropriate military equivalent and an AMSC plaque.</p>

Outstanding Student Award

Criteria	<p>The awardee will be the one student who <i>exemplifies those qualities expected of the Army's very best leaders</i> to include selfless service, high moral and ethical standards, voluntary acceptance of leadership responsibilities, demonstrated primary concern for students, initiative, team orientation, and personal and professional acts that have significant impact.</p>
Comments on criteria	<p>Because this wide ranging criteria extends beyond the academic setting, the awardee's fellow students may initiate the nominations through their faculty advisor that the SBLM Awards Review Board will process.</p>
Award Presentation Information	<p>The winner of this award will receive the Achievement Medal for Civilian Service or appropriate military equivalent and an AMSC plaque.</p>

Federal Managers Association Writing Contest Award

Criteria and Comments	Students who enter their Professional Articles in the Writing Contest compete for this special recognition. They will need to submit their papers for consideration by the normal due date for the requirement. Judges from the Federal Managers Association will determine the best papers and designate the winner, runners up, and honorable mention papers as appropriate. Students winning the Federal Managers Association (FMA) Writing Contest provide insight to a sustaining base issue and write exceptionally well. The issue and the writing skill are reviewed by an editorial panel on behalf of the FMA. One student per class may be selected..
Award Presentation Information	<p>The winner will be awarded the Achievement Medal for Civilian Service and a plaque from the Federal Managers Association. Individuals recognized for Second Place, Third Place, and Honorable Mention if so identified, will receive an appropriate certificate of recognition.</p> <p>Of the three resident student and one nonresident student papers winning over the course of a year, one is selected for publication in the <i>Federal Managers Quarterly</i></p>

Category 2 - Exceptional Achievement Awards. The exceptional achievement category includes the Best in Seminar Award and Exceptional Achievement Awards. A short description of each award follows.

The Best in Seminar Award

Criteria and Comments	Respective seminar faculty will nominate one student in each seminar to receive this award. That student will best exemplify successful completion of the SBLM program and leadership within that particular seminar. Extraordinary accomplishments such as, but not limited to, exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.
Award Presentation Information	The winner will be awarded a Department of Army Certificate of Achievement.

Other Exceptional Achievements

Criteria and Comments	An award for achievement may recognize exceptional student achievements not falling in another category. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic achievement and focused within seminar, or one-time acts of exceptional leadership. The numbers of Certificates of Achievement will normally not exceed 5% of class size.
Award Presentation Information	The winner will be awarded an AMSC Certificate of Achievement.

Category 3 - Special or Distinguished Acts. This category includes the Health and Fitness related awards and AMSC Certificates of Appreciation.

Health and Fitness Award

Criteria and Comments	Any student who participates in the AMSC Health and Fitness Program and, as a result, earns the specified number of fitness points can win this award.
Award Presentation Information	<p>Gold Health Fitness Certificate: 1550-1880 fitness points. Silver Health Fitness Certificate: 1200-1549 fitness points. Bronze Health Fitness Certificate: 880-1199 fitness points.</p> <p>These awards will be presented in the students' seminar rooms during the final resident session before graduation.</p>

AMSC Certificates of Appreciation

Criteria and Comments	Are awarded for extraordinary contributions such as, but not limited to, lending significant assistance to one's classmates in an academic area of personal expertise, exceptional performance in seminar or class duties (e.g., Memorabilia Coordinator), or devoting truly significant effort toward a seminar or group project. The nonresident faculty processes all Certificates of Appreciation, establishing both criteria and process and will normally not exceed 5% of class size.
Award Presentation Information	The winner will be awarded an AMSC Certificate of Appreciation.

Clarifying Information. Information on recommended citations, presentation information, and required nomination format for all categories of awards (less Health Fitness Certificates)

are shown at **TAB A** (Citation, Presentation Information, and Required Nomination Format). Specific information on the AMSC Health Fitness Incentive Program and activity point totals toward receiving AMSC Health Fitness Certificates are shown at **TAB B** (Nonresident Health Fitness Incentive Program).

Award Nomination Process

Nominations - Award nominations may be made by students and/or faculty depending upon the type of award involved. Note that **only faculty members** may nominate students for the Academic Excellence and Leadership Award, Outstanding Student Award, and Best Student in Seminar. However, the faculty advisors request student input to the process. Both faculty and students may nominate for certificates of appreciation. Nominations for all awards will be submitted to the Director, Nonresident Program to be processed and forwarded to the SBLM Awards Review Board based on deadlines established by the Program Director and announced through the appropriate seminar faculty. The Commandant is the final AMSC approving authority for all awards.

Required formats for the various categories of award nominations, presentation information, and sample award citations provided under TAB A.

Presentation of Awards and Related Ceremonies

Certain awards are presented at the Graduation Rehearsal Awards Ceremony and some at the Graduation Ceremony, while others are presented in seminar. The information provided in TAB A lists the administrative information, criteria, nomination, and presentation procedures for each type of award.

Academic Excellence and Leadership Award

NOTE: Written justification is required for this award (IAW the applicable Army Regulation) and will be provided by the nominating faculty.

Presentation Information for Academic Excellence and Leadership Award: The winner of this award will receive the Commander's Award for Civilian Service or appropriate military equivalent and an AMSC plaque. This award will be presented at the Commencement Ceremony.

Nomination Format: Nominations that do not comply with this following format will be returned to the submitting individual(s).

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

ENDORISING FACULTY NAME: _____

SEMINAR: _____

Each nonresident faculty member may nominate one student for the Academic Excellence and Leadership (resident program AUSA equivalent) award and one for the Outstanding Student Award (in lieu of the resident program Alumni Association Leadership Award). A faculty member from another seminar must endorse the nominations. Nominations need not come from the student's Seminar Leader.

Please provide a rationale statement in bullet format (second level bullets may be used to provide specific examples of how the student meets the criteria). It may not exceed two pages in length and should address the student's demonstrated performance:

- how the student demonstrates exemplary academic and scholarly achievement;
- what specific initiative the student has taken to lead under what specific extraordinary circumstances;
- how the student's actions personify the total team concept;
- how the student's contributions benefited the students across the seminar, or students across the class and a larger community if applicable;
- what risk-taking and self-improvement was involved; and
- your reasons and evidence why this student should be considered the best (one of the best) in the class.

This citation will be used for the ***Academic Excellence and Leadership Award*** winner.

FOR EXEMPLARY ACADEMIC ACHIEVEMENT, INITIATIVE, AND LEADERSHIP. DISTINGUISHED BY HIS/HER CHARACTER, STANDARDS, AND ACCOMPLISHMENTS, MR./MS. _____ MERITS RECOGNITION AS A MOST OUTSTANDING GRADUATE OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM CLASS XXXX. HIS/HER CONTRIBUTIONS TO THE ARMY UPHOLD THE HIGHEST TRADITIONS OF THE ARMY MANAGEMENT STAFF COLLEGE AND THE UNITED STATES ARMY.

Outstanding Student Award

NOTE: Written justifications are required for both of these awards (IAW the applicable Army Regulation) and will be provided by the nominating faculty.

Presentation Information For Outstanding Student: The winner of this award will receive the Achievement Medal for Civilian Service or appropriate military equivalent and an AMSC plaque. This award will be presented at the Commencement Ceremony.

Nomination Format: Nominations that do not comply with this format will be returned to the submitting individual(s).

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

ENDORISING FACULTY NAME: _____

SEMINAR: _____

Each nonresident faculty member may nominate one student for the Academic Excellence and Leadership (AUSA equivalent) award and one for the Outstanding Student Award (in lieu of the Alumni Association Leadership Award). A faculty member from another seminar must endorse the nominations. Nominations need not come from the student's Seminar Leader.

Please provide a rationale statement in bullet format (second level bullets may be used to provide specific examples of how the student meets the criteria). It may not exceed two pages in length and should address the student's demonstrated performance:

- how the student demonstrates exemplary academic and scholarly achievement;
- what specific initiative the student has taken to lead under what specific extraordinary circumstances;
- how the student's actions personify the total team concept;
- how the student's contributions benefited the students across the seminar, or students across the class and a larger community if applicable;
- what risk-taking and self-improvement was involved; and
- your reasons and evidence why this student should be considered the best (one of the best) in the class.

This citation will be used for the ***Outstanding Student Award*** winner.

FOR ACADEMIC ACHIEVEMENT, INITIATIVE, AND LEADERSHIP. DISTINGUISHED BY HIS/HER CHARACTER, STANDARDS, AND ACCOMPLISHMENTS, MR./MS.

_____ MERITS RECOGNITION AS AN OUTSTANDING GRADUATE OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM CLASS XXXX.

HIS/HER CONTRIBUTIONS TO THE ARMY UPHOLD THE HIGHEST TRADITIONS OF THE ARMY MANAGEMENT STAFF COLLEGE AND THE UNITED STATES ARMY.

Federal Managers Association (FMA) Writing Contest

Citation and Justification. The nominating faculty member will provide the citation and written justification for the winner. The AMSC Graphics Department will provide appropriate certificates for runners-up and Honorable Mentions as appropriate.

Professional Article: All students complete a Professional Article during the class. This is a research paper on a topic of their choice and should be suitable for publication. Students have the option of submitting their Professional Article as an entry in the FMA Writing Contest. Participation is voluntary but highly encouraged, especially for nominees of the SBLM Program's top awards.

Presentation Information. The winner will be awarded the Achievement Medal for Civilian Service or military equivalent, plaque from the Federal Managers Association, and certificate presented at Graduation ceremony to the winner. Runners Up and Honorable Mentions' certificates presented at Graduation Rehearsal Awards Ceremony.

Best (Student) in Seminar

Presentation Information - Department of the Army Certificate of Achievement is presented at the Graduation Rehearsal Awards Ceremony to one student from each seminar.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

ENDORISING FACULTY NAME: _____

SEMINAR: _____

The Best (Student) in Seminar Award may be presented to one student in each seminar as determined by the respective seminar faculty advisor and student input. The winning student best exemplifies successful completion of the SBLM Program and leadership within that particular seminar. Extraordinary accomplishments such as, but not limited to, exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.

Seminar faculty advisor may nominate one student per seminar. Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Faculty should consider academic, leadership, and team work abilities and potential. The citation used for this award will be the same for all winners. Nominating faculty will provide a brief justification to accompany the DA Form 1256 and should include:

- how the student exemplifies successful completion of the SBLM Program curriculum within your seminar;
- what specific initiative the student has taken to lead within the seminar;
- how the student's contributions benefited the seminar;
- what self-improvement was involved; and
- your reasons and evidence why this student is the best in the seminar.

This citation will be used.

FOR ACADEMIC EXCELLENCE, FOSTERING LEADERSHIP AND TEAMWORK IN OTHERS, AND COMMITMENT TO PROFESSIONALISM, MR./MS. XXXXX LED BY PERSONAL EXAMPLE, DEMONSTRATING THE VALUES AND STANDARDS OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM AND THE ARMY. HIS/HER ACTIONS REFLECT GREAT CREDIT ON HIM/HER, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE UNITED STATES ARMY.

Exceptional Achievement Certificate

Presentation Information - AMSC Certificate of Achievement presented at the Graduation Rehearsal Awards Ceremony to approved students.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD

DATE: _____

NOMINEE'S NAME: _____

SEMINAR: _____

NOMINATING FACULTY NAME: _____

SEMINAR: _____

ENDORISING FACULTY NAME: _____

SEMINAR: _____

Exceptional Achievements not falling in either Academic Excellence and Leadership Award, Outstanding Student Award, or Best (Student) in Seminar awards may be recognized by an AMSC Certificate of Achievement. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic achievement and focused within the seminar, or one-time acts of exceptional leadership. Numbers of Certificates of Achievement will normally not exceed 5% of the class size. Submission should articulate the following:

- Specify the achievement.
- What was the impact of the achievement?
- What evidence can you provide for its impact?
 - Provide bullets:

Nominators provide the citation. The citation must be short and clearly state the effect of the exceptional achievement as well as the achievement.

AMSC Certificate of Appreciation

Presentation Information - Student certificates may be given as appropriate.

Nomination Format

TO: AMSC SBLM AWARDS REVIEW BOARD	DATE: _____
NOMINEE'S NAME: _____	SEMINAR: _____
NOMINATING FACULTY NAME: _____	SEMINAR: _____

Seminar faculty collects award nominations from students. Nominations are forwarded through the Chairperson of the SBLM Awards Review Board to the Dean of Academics to the Commandant when an AMSC Certificate of Appreciation is desired. This type of award can be done anytime during the year in recognition of a deserving act or deed.

Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Justification must be based on **specific examples** of actions above and beyond what one should expect of any AMSC student, not on personal opinions. Below is a list of categories and criteria to better recommend nominees for this award.

Categories of Award

Service	Leadership	Other
<ul style="list-style-type: none"> • Mentoring • Peer Development • Tutoring 	<ul style="list-style-type: none"> • Morale • Esprit de corps • Fitness 	<ul style="list-style-type: none"> • Team Building • Participation on Committees • Safety Awareness • Presentation • Special Act

Criteria. The following criteria should be used in recommending students for certificates.

- Sustains or enhances the stature of the AMSC
- Relevant to category selected
- Meaningful and substantial
- As achievement occurs, certificates will be awarded upon approval.

Nominators provide the citation (sample follows).

FOR HIS/HER LEADERSHIP AND HUMANITARIAN EFFORTS WHILE A STUDENT IN THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM FROM TO, 200X. MR./MS. PERFORMED HIS/HER DUTIES AS SEMINAR MEMORABILIA COORDINATOR AND AWARDS COMMITTEE REPRESENTATIVE IN AN EXEMPLARY MANNER. HIS/HER ENTHUSIASM AND RESOURCEFULNESS GAINED STUDENT SUPPORT FOR CARE AND FEEDING OF THE HOMELESS. MR./MS. 'S CONTRIBUTIONS REFLECT GREAT CREDIT ON HIM/HER, HIS/HER FELLOW STUDENTS, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE DEPARTMENT OF THE ARMY.

AMSC Health Fitness Certificate

Presentation Information - Certificate presented in seminar by seminar Health/Fitness Coordinator or seminar faculty.

Award is earned individually based on points accumulated during AMSC attendance. Bronze Certificate equals 830 - 1199 points; silver 1200-1499 points, and gold 1500 points or more.

No citation required.

Nonresident Health Fitness Incentive Program

TAB B

To help you with the motivation to get started on your new health/fitness lifestyle, AMSC offers an incentive program. You can accumulate points for various activities, and at the end of the year, awards will be presented to all those achieving certain levels of achievement. There are eight components or activities within the incentive program:

Exercise: Based on a 48- week program of exercise

Ten points per exercise session--up to 3 times (30 points) a week (you may do more if desired, **but we will credit only 3 per week** to make sure no one is encouraged to overdo it).

48 sessions = 480 points (once a week)
96 sessions = 960 points (twice a week)
144 sessions = 1440 points (three times a week)

A session is defined as 10-15 minute warm-up and stretch followed by a 15-20 minutes aerobic activity and concluding with a 10-15 minute cool-down and stretch.

Food Diary - 100 points. Maintaining a food diary is worth 100 points. Keep a log for 3 days each month of everything you eat and drink. Note the portion size, the time of day, and the activity engaged in when you eat or drink. Describe any patterns of activity or times of day which lead you to unconscious eating. Write a paragraph delineating what you learned from the diaries, what changes you have made, and how successfully you are maintaining those new lifestyle behaviors. If you wish, you may submit logs to Mary-Blair Dupré for feedback. A minimum of 3 months must be turned in for credit no later than three weeks prior to graduation.

Label Comparison Exercise - 50 points (refer to Term 1 lesson on label reading). This activity is worth 50 points. To complete this activity, find five misleading labels and write a few paragraphs discussing what misperceptions they promote.

Select two labels from the same food type and compare them for divergences. For example: granola vs. flake cereal, natural cheese vs. processed cheese food vs. "lite" cheese, or any cookie or cracker vs. its low-fat alternative. Write a few paragraphs that demonstrate your understanding of the principles of nutrition. Submit to Mary-Blair Dupré for credit no later than three weeks prior to graduation.

Substitution Exercise - 50 points. Document 10 instances of food substitution that you have institutionalized into your nutrition plan. Document the calories/fat you saved by switching to a healthier alternative or smaller portion. Submit to Mary-Blair Dupré for credit no later than three weeks prior to graduation.

Army Physical Fitness Test (APFT) - 50 to 100 points. Civilian students may volunteer to take the Army Physical Fitness Test (APFT) at their home station. Walking is permitted. Simple participation is worth 50 points. A passing score on the test is worth 100 points. Military students **must** submit a copy of their annual APFT to their Faculty Advisor as a requirement for graduation. Students, military or civilian, who achieve a score for their age and gender of 290 or higher (out of a maximum of 300 points) will receive an appropriate fitness patch. Those receiving the maximum score of 300 points will receive a patch and an AMSC Coin of Excellence.

Participation in Cholesterol Screening - 50 points. During the first resident session, you will be offered an opportunity to participate in a cholesterol screening paid for by the College. Participants earn 50 program points.

Participation in Body Composition Analysis - 50 points. During the first resident session, you will also be offered an opportunity to participate in a body composition analysis conducted by one of the College's Health Fitness coordinators. Participants earn 50 program points.

Health Fitness Certificate Point Totals. Individuals will receive AMSC Health Fitness Certificates in the following categories for the listed point totals.

Category	Point totals
Gold Certificate	1500 to 1840
Silver Certificate	1200 to 1499
Bronze Certificate	830 to 1199

Presentation Information. The APFT fitness patches and AMSC coins will be presented during graduation rehearsal and awards ceremony. The AMSC Health Fitness Certificates will be presented within seminar during graduation week.

AMSC Health Fitness Incentive Program Memorandum

TO: Nonresident Students

FROM: Mary-Blair Dupré

SUBJECT: Health and Fitness Awards

To ensure that we have an accurate tally of your fitness award points, please complete the form below and bring it with you to Transition Week (the second resident session). If you want to receive a fitness certificate, you must fill this out regardless of what you may have previously submitted.

Name _____ Seminar: _____

Activity		Possible points	Points earned
I completed the food Substitution Exercise		50	
I completed the Label Analysis Exercise		50	
I completed the food Diaries		100	
I completed the Cholesterol Screening		50	
I completed the Body Composition Analysis		50	
I completed or passed the APFT		50 or 100	
I exercised 30 minutes a day			
<input type="checkbox"/>	Once a week	480	
<input type="checkbox"/>	Twice a week	960	
<input type="checkbox"/>	Three times a week	1440	
Total Points Earned			

Based on the Total Points Earned from the table above, check the box next to the award earned

<input type="checkbox"/>	Bronze Health Fitness Certificate	830 to 1199 points
<input type="checkbox"/>	Silver Health Fitness Certificate	1200 to 1499 points
<input type="checkbox"/>	Gold Health Fitness Certificate	1500 to 1840 points

Introduction

The SBLM Program demands much from students—full attention, full capacity learning, full capacity participation. The program also seeks to instill a "life-long" learning philosophy in students. AMSC is not intended to be an end unto itself—it is intended to greatly enhance students' learning abilities and interests. Those abilities and interests will help students keep current and learn quickly to recognize, analyze, evaluate, and apply the changes that come with increasing frequency in our environment. To give students the opportunity to apply their AMSC education in more than one location, to get more than one output for one product, we asked the American Council on Education (ACE) to evaluate our resident program. If you have an interest in the application of credit equivalencies to a degree program you are considering, you should contact the Registrar, Ms. Jane Turner at (703) 805-4756 or email to Jane.Turner@amsc.belvoir.army.mil.

ACE CREDIT

Based on an intensive review by the American Council on Education, College Credit Recommendation Service (CREDIT), the Army Management Staff College received the following rating:

Length: 52 weeks including two one-week resident session.

Dates Covered: May 1998—Present

Objective: To develop Army civilian and military leaders skilled in leadership, management, decision making, and communications.

Learning Outcome: Upon successful completion of this course, the student will be able to apply leadership and management principles to meet organizational goals; exhibit professional behavior; apply decision-making and problem solving skills; evaluate the national security environment; analyze the business processes involved in how the Army develops and sustains the operational force; analyze the operation and inter-relationships of the major decision systems involved in the management of information, resources, installations, logistics, acquisition, and force management; appraise the impact of emerging technologies; apply the principles of effective communication; accept individual responsibility for personal and professional growth, change, and life-long learning; and apply scholarly research practices.

Credit Recommendation:

In the lower division baccalaureate/associate degree category: 1 semester hour in Health and Wellness.

In the upper division baccalaureate degree category: 3 semester hours in Communications and 6 semester hours in Management.

In the graduate degree category: 3 semester hours in Management and Strategy; 6 semester hours in Logistics Management; and 6 semester hours in Government.

Articulation Agreements

AMSC's SBLM program has direct articulation agreements with the following institutions of higher learning:

- American Military University
- Capella University
- Central Michigan University
- Strayer University
- University of Maryland University College
- Webster University

American Military University (AMU)

<http://www.apus.edu/AMU/home/AMU/>

15 Graduate Semester Hours in Defense Management
3 Core Courses—Logistics (2) and Management Strategy (1)
2 Elective Courses—International Relations and Government Policy
9-12 Semester Hours in other graduate disciplines
9 Undergraduate Semester Hours in Any Major

AMU's programs are taught exclusively in the distance education mode—ideal for those who may travel frequently or are exceptionally mobile in their careers.

Capella University

<http://www.capella.edu>

"Capella University will accept credits earned by participants in the AMSC SBLM program toward the attainment of a Master of Science in Organization and Management Degree from Capella with a specialization in Leadership, and thereby provide an additional option for students to continue their education."

4 Semester Hours in Leadership
4 Semester Hours in Strategic Planning

Central Michigan University (CMU)

<http://www.cel.cmich.edu>

Strayer University

<http://www.strayer.edu>

AMSC SBLM program graduates may be awarded transfer credit, also based on the college credit recommendation by the American Council on Education. Strayer University operates on a quarter system, but converts the credit recommendations. Strayer *may* award transfer credits for the following:

At the graduate level:

BUS520 Organizational Behavior
BUS531 Management Communication
BUS534 Production and Operations Management
BUS541 Management Theory

At the undergraduate level:

ELE001 General Elective
ENG105 Business Communications
BUS300 Public Relations
BUS310 Human Resource Management

Strayer University also features selected programs using distance education.

University of Maryland University College

www.umuc.edu

Core Courses (18 credits)

ADMN 601 The Manager in a Technological Society
ADMN 625 Organizational Communication
ADMN 630 Financial Decision Making for Managers or
ADMN 631 Financial Management in Organizations
ADMN 635 Organizational Leadership
ADMN 638 Research Methods for Managers
ADMN 651 Strategic Management
Note: Student has choice of either ADMN 630 or ADMN 631.

Army Sustaining Base Management Track (15 credits)

ASBM 600 Pre-SBLM Foundation (non-credit)
ASBM 601 Leadership, Management, and Decision Making
ASBM 602 The National Security Environment
ASBM 603 The Operational Army
ASBM 604 Design, Develop, and Resource the Force
ASBM 605 Sustain and Project the Force
ASBM 606 Capstone Exercise (non-credit)

End of Program Options (6 credits)

Approved Elective
Interdisciplinary/Breadth Course

ECOM 670 Legal, Social and Ethical Issues in Electronic Commerce
IMAN 601 Managing in a Competitive International Environment
IMAN 625 International Trade and Trade Policy
IMAN 630 International Financial Management
IMAN 635 The Public Sector in International Commerce
IMAN 640 International Marketing Management
IMAN 645 The International Legal and Tax Environment
IMAN 661 Area Studies: Business Strategies for Europe
TMAN 632 Management of Productivity and Quality in Technological Operations
TMAN 640 Project Management

Students must also complete UCSP 610 (Library Skills for the Information Age) within the first six credits of UMUC course work. This is a required course for all graduate students.

References

TAB E

Bloom, B. S., et al. (Eds.). (n.d.). *Taxonomy of education objectives: Handbook I, cognitive domain*. New York: David McKay Co., Inc.

Paul, R. (1996). *Helping students access their thinking*. Center for Critical Thinking [Available Internet], <http://www.sonoma.edu/cthink/>, then click on "College and University," and then click on "Library."

Toffler, A., & Toffler, H. (1994). *Creating a new civilization: the politics of the third wave*. Atlanta, GA: Turner publishing, Inc.